

**IMPROVING STUDENTS' SPEAKING SKILL USING DRAMA AT THE
ELEVENTH GRADE STUDENTS OF LANGUAGE CLASS OF MAN
YOGYAKARTA II IN THE ACADEMIC YEAR OF
2012/ 2013**

A Thesis

**Presented as Partial Fulfillment of the Requirements for the Attainment of
the *Sarjana Pendidikan* Degree in English Language Education**



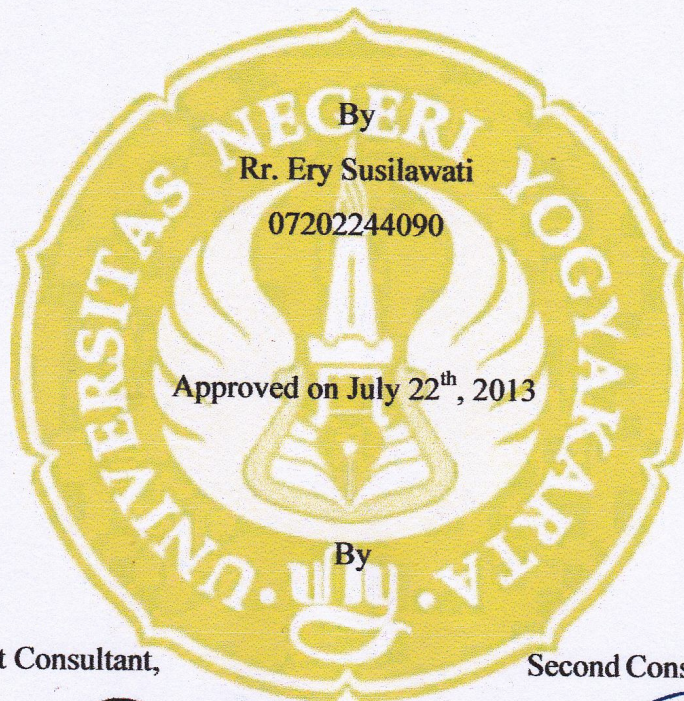
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FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2013**

APPROVAL

**IMPROVING STUDENTS' SPEAKING SKILL USING DRAMA AT THE
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PERNYATAAN

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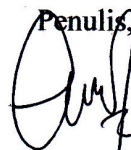
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Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggungjawab saya.

Yogyakarta, Juli 2013

Penulis,



(Rr. Ery Susilawati)

MOTTO

"Be yourself; everyone else is already taken"

(Oscar Wilde)

DEDICATIONS

I lovingly dedicate this thesis to:

- My beloved mother and father for their endless love, prayers, and patience which have been enlightening every piece of moment of my life, I will make your life always happy,
- My beloved husband and daughter (Neno Setyawan and Rr. Erlinda Eno Nareswari). The most beautiful parts of my life. Thank you for your timeless love, support and motivation.
- My beloved sister Laila Ma'rifatun who had helped me to edit this thesis.
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Finally, this thesis is still far from being perfect. However, I hope that it is useful for the development of the speaking teaching and learning process at senior high schools in particular.

Yogyakarta, July 2013

Rr. Ery Susilawati

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ABSTRACTS

This study is action research, which aim to improve the speaking skill of the eleventh grade students at MAN Yogyakarta II using drama. In conducting the study, the researcher involved the English teacher, the school principal and the students of grade XI of Language Class.

The subjects of the study were 19 students of grade XI of Language Class of Madrasah Aliyah Negeri Yogyakarta II in the academic year of 2012/2013. The researcher got the data by observing the teaching learning process during the implementation of the action, taking video of the teaching and learning process in the class, interviewing the students of grade XI of Language Class, and holding discussions with the English teacher. In collecting the data, interviews, observation and documentations were used as the techniques. The instrument of the research for collecting the data was a video recorder.

In this study, the researcher conducted two cycles of actions. The results of this study showed that the implementation of drama technique is effective to improve students' speaking skill. Its cooperative and systematic learning structures motivate students to learn speaking, promote students' self-confidence in speaking practice and maximize students' interaction during the learning process. The students' speaking skill also increases after they tried to learn speaking through drama technique. They were more confident and enthusiastic in speaking practice. This implies that the implementation of drama technique gave positive effects to the improvement of students' performance and achievement in the speaking learning process.

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking in English is a crucial part of foreign language learning and teaching in Indonesia because speaking is an activity used by someone to communicate with other. English is considered as one of world languages. It has been used in politics, economy, education, and every area of communication. It functions as a bridge to cross culture, religion, language, nationality, and the lack of understanding between one and the other languages. It takes place everywhere and has become part of our daily activities. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling and thought. He or she also shares information to other people through communication.

Today every school requires the goal of teaching speaking should improve students' communicative skills because students should be able to use these skills in their daily life. Students face serious problems dealing with their second language learning. English has become their school subject since they are in the elementary school but they do not master it after several years of learning. This might be a difficult problem to solve since most of the teachers using traditional method (LKS) in the teaching and learning process. As a result, students do not participate actively during the learning process.

Speaking is one of the macro skills of the language that concerns on the abilities to carry out spoken communication, such as conversation, dialogue, monologue, news casting, etc. It is an interactive process of constructing meaning that involves producing, receiving, and processing information. The students should have the ability to speak English in order that they can communicate with the others. As an effect to build their ability to speak, teaching the speaking skill can be focused on making the students active to speak up when they are involving a speaking activity in the classroom. Therefore, speaking learning in the classroom should be dominated by students.

In the real teaching and learning of speaking in MAN Yogyakarta II, the teacher only focused on teaching translation and grammar without giving a lot of chances for the students to do speaking activities. As the result of this method, their speaking ability is just stayed in the low level without any effort to improve it. The problems rise as they are not active in the practice of speaking since there is only a little chance to do it. They are mostly passive in every conversation or discussion in speaking lesson. They tend to shy and afraid to answer the questions from the teacher. This can occur as they felt unconfident as well as do not have motivation in every speaking activity.

To overcome this obstacle, there have been many techniques applied and developed, and drama activity can be one of the solutions. Phillips (1996:3) states that interactive drama is a form of deconstructed drama which takes the Environmental Theatre paradigm of combining spaces for audience and performer and eliminates the difference between the two completely. In interactive drama, the

actor is the audience. Based on the facts above, the writer tried to find an effective solution to increase the students speaking practice at MAN Yogyakarta II by employing drama as a technique of teaching speaking.

B. Identification of the Problem

Speaking is one of the skills that students must have. Unfortunately, there are a lot of students of MAN Yogyakarta II who cannot speak English although they have been learning English since Elementary School. Although the teacher forced them to use English during classroom activity, they hesitate to speak English. It is because they are afraid on making mistakes when they try to speak English.

Actually, there are a lot of problems faced in MAN Yogyakarta II. In order to analyze the problems that make students get some difficulties on speaking in English, the researcher has done the classroom observation. The observation has been done in three meetings of teaching learning activities.

The first problem is the teacher. In preparing the lesson, she can not consider students' need, interest and ability. She also cannot plan the classroom English well and unable to manage the classroom well. Besides, the teacher mostly focuses on the students' writing and reading skill and she seldom gives speaking task so far. When giving speaking practice she does not give the students sufficient time so that some of the students cannot do the practice well.

The second problem is the students. The students are not creative enough in finding their own way to be able to speak in English fluently. They use English inside the class rarely and they never use English outside the class. In the classroom, they

tend to be passive students because they are afraid to speak using English. Furthermore, their speaking competence is still low, especially their pronunciation.

The third problem is the materials. The materials that are used in the teaching and learning process are from the students' worksheets (*LKS*). Thus, the students may feel that using students' worksheets (*LKS*) are boring. Because the students' worksheets contain difficult and monotonous tasks. Therefore, the teacher's creativity is needed to make the materials interesting.

The fourth problem is the method used during the teaching-learning process. The method used by the teacher in the classroom was teacher-centred method. The teacher explained all the time but the students did not pay attention to the teacher's explanation. Since teacher's style will affect the teaching learning process and the teacher has to explore more and more to get the students' attention. A monotonous class makes the students bored and lazy.

The last problem is the media and facilities used by the teacher. Actually, there are a lot of media that can be used by the teacher in teaching speaking such as: computers, LCD projectors, pictures, etc. Because of the lack of ability, time, and creativity, the teacher seldom uses these kinds of media during the teaching learning activity. She only uses the *LKS* and dictionary on teaching.

Based on some problems in the identification of the problem above, the researcher focuses the on the efforts of finding ways to improve the speaking skill using interactive drama for second grade students of Language Class of MAN Yogyakarta II in academic year of 2012/2013 through action research.

C. Delimitation of the Problem

This study focused in speaking, because the English speaking problems often come up in this level. There are two reasons why using interactive drama is proposed in this research. First, drama makes the students work in heterogeneous teams. Second, the interactive drama gives opportunities to the students to practice their speaking. Therefore, the students will be more active in the teaching and learning process of speaking.

Because of those reasons the writer limits the problem on improving students' speaking skill using drama for the second grade students of Language Class of MAN Yogyakarta II in academic year of 2012/2013.

D. Formulation of the Problem

The problem can be formulated as follows:

How to improve the speaking skill of the eleventh grade students of Language Class of MAN Yogyakarta II in academic year of 2012/2013?

E. Objective of the Study

The objective of this study is to improve speaking skill for students of eleventh grade of language class at MAN Yogyakarta II in the academic year of 2012-2013 by using interactive drama.

F. Significances of the Study

This research is expected to give some benefits:

- 1) For the students, it would be an interesting technique to improve their speaking ability.
- 2) For the English teacher, it would be an opportunity to improve the quality of teaching speaking by using interactive drama for the students.
- 3) For the school, it would function as an effort in improving students' speaking ability.
- 4) For the English Education Department of Yogyakarta State University, it can be used as a research reference with the similar theme or purpose.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

It has been mentioned in the previous section that the aim of the study is to improve students' learning of speaking in terms of students' speaking ability. Thus, in this section the discussion will center around review on speaking, teaching speaking, problems in teaching speaking, motivation, self confidence, classroom interaction, some solutions, drama technique. In addition, review on related research studies will be highlighted.

1. Speaking

a. Nature of Speaking

Speaking is one of the four language skills taught in the teaching of English. It can be seen as a complex skill that involves the knowledge of sounds, structures, vocabularies and culture subsystems of language. It is also a means of communication.

Chaney (1998) in Kayi (2006) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Speaking is a crucial part in language learning. It needs the speakers to produce the target language in the spoken form. According to Spratt (2005:34) speaking is a productive skill, like writing, it involves using the organ of speech to express meanings to the other people.

According to Thornbury (2005), speaking is a skill, an interactive skill that requires the ability to have cooperation with the other aspects of language. Speaking skill needs to be developed and practiced independently from the other aspects of language, such as grammar and listening. In that case, the teaching and learning process will be as interesting as possible to be conducted in each classroom in order to make the students become more interested in learning the other aspects of language.

Thornbury (2005) also promotes four speaking genres, those are interactive, non-interactive, planned and unplanned speaking. The example of interactive speaking is when people buy a food at a shop, whereas when people leave a message on an answer machine can be categorized as non-interactive speaking because there is no interaction between two people or more. The examples of planned speaking genres are such as a lecture, sermon, and speech. Meanwhile, the unplanned speaking is when people meet and do a conversation with somebody in the street.

b. Macro Skills of Speaking

Talking about components in speaking, Brown (2001: 271-272) proposes a list of macro skills for oral communication which focus on both the form of language and the function of language. They are mentioned as follows:

1. Produce chunks of language of different lengths.
2. Orally produce differences among the English phonemes and allophonic variants.

3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
8. Use grammatical word phrases (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents- in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to situations, participants, and goals.
13. Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

2. Teaching Speaking

a. Teaching Speaking as a Communicative Competence

Brown (2001:69) states that communicative competence is the goal of a language classroom. Communicative goals are the best achieved by giving due attention to language use and not just usage, to fluency and not just accuracy, to authentic language and context, and to students' eventual needs. Therefore, speaking as the communicative competence for the students is must be emphasized by the teacher.

At the same time, Halliday (1970: 145) Wilkins (1972), Widdowson (1972: 15-18), and Brumfit and Johnson (1979) emphasize the functional and communicative potential of language. They saw the need to focus on communicative proficiency rather than on mere mastery of structures (Richards and Rodgers, 2001: 153).

The various pedagogical principles of a teaching speaking to language teaching can be expressed in more or less detail. Brown (2001: 275-276) discussed the principles of teaching speaking that can be summarized as follows:

1. Use technique that cover the spectrum of learners needs, from language based focus on accuracy to message based focus on interaction, meaning and fluency.
2. Provide intrinsically motivating techniques
3. Encourage the use of authentic language in meaningful contexts
4. Provide appropriate feedback and correction
5. Capitalize on the natural link between speaking and listening
6. Give students opportunities to initiate oral communication
7. Encourage the development of speaking strategies

Those principles are very important for the teachers. Teachers must make the speaking activity based on those principles. Those principles will be the guidelines for the teacher to make a good activity.

b. Teachers' Role in Speaking

Harmer (2001: 275-275) states that teachers need to play a number of different roles during the speaking activities. There are three particular relevancies if we are trying to get students to speak fluently, those are:

1. Prompter

As a teacher, I should be able to help students who get lost, cannot think what to say next, or maybe lose the fluency I expect of them. I can help them by offering discrete suggestions. If this can be done supportively, without disrupting the discussion or forcing the students out of role, it will stop the sense of frustration that some students feel when they come to a dead end of language or ideas.

2. Participant

Teacher should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At other times, teachers may want to participate in discussion or role-plays themselves. However, teacher has to be careful that they do not participate too much.

3. Feedback Provider

The teacher's feedback on the students' speaking depends on the teacher's tact and situation. The teacher can give feedback on the content of the activity and the language used directly after the students complete an activity or later at the end of a meeting.

c. Teaching Speaking for MA Students

English as an International language becomes an essential subject to be taught at school moreover in Madrasah Aliyah. It is included in the national examination also. Here is the curriculum of English in Madrasah Aliyah at the second semester.

Table 2.1: Standard of Competency and Basic Competency of Speaking Skill for Madrasah Aliyah Grade XI Semester Two (Adopted from *BSNP*, 2006)

Competence of Standard	Basic Competency
9. Expressing the meaning of transactional and interpersonal conversation in daily life context	9.1. Expressing meaning of formal and non formal transactional (to get things done) and interpersonal (socialize) conversation using various simple spoken language accurately, fluently, and acceptable to interact in daily life

	context which involves expressions of stance, love and sadness.
	9.2.Expressing the meaning in transactional (to get things done) and interpersonal (socialize) conversation formal and informal accurately, fluently, and acceptable by using various written language involving expressions embarrassment, anger and annoyed.
10. Expressing meaning of short functional and simple monologue texts in the form of narrative, spoof and hortatory exposition	10.1. Expressing meaning of formal and non formal, short and simple spoken functional text accurately, fluently and acceptable to interact in the daily life context.
	10.2.Expressing meaning of simple monologue texts using spoken language accurately, fluently and acceptable to interact in the daily life context in the form of narrative, spoof and hortatory exposition

Based on the standard of competencies and basic competencies in Table 2.1, the students are expected to be able to communicate in English in their daily life. It means that English teachers have to give the students activities that can cover those competencies. Teachers have to note that the activities should make the students communicate in English. One way to make the students communicate in English is using the drama technique.

3. Drama

The use of interactive drama techniques in language teaching helps us to discover things about ourselves and our world by seeing them through others' eyes. Drama aims at bringing real life into the classroom. It becomes a powerful

teaching and learning tool with profound positive effects on the students' cognitive, social, emotional, and physical development. The benefits of regular use of interactive drama techniques can merge into all school subjects and everyday life. Drama is pedagogy that reaches students of multiple intelligences and different learning styles. It is a multi-sensory mode of learning that engages mind, body, senses, and emotions to create personal connections to the real world and helps to improve comprehension and retention. Anton Prochazka (2009:7)

Dramatic methods/techniques such as role-playing and simulations are well documented in social studies and history, business and vocational, foreign language, and even science classes. The literature of classroom drama suggests that there is considerable untapped potential for using drama as a teaching method.

Experts emphasize that using dramatic techniques, as a teaching method is not the same thing as teaching theatre. Theatre is an art form, which focuses on a product, a play production for an audience. Drama in the classroom -- often referred to as creative dramatics to distinguish it from theatre arts -- is informal and focuses on the process of dramatic enactment for the sake of the learner, not an audience. Classroom drama is not learning about drama, but learning through drama. Combs (1988: 9) explains:

“While drama is informed by many of the ideas and practices of theatre art, it is principally valued as learning medium rather than as an art form, and is governed and validated through criteria other than aesthetics. Informal drama's goals are based on pedagogical, developmental and learning theory as much or more than they are arts-based; its objectives are manifold, but they are all directed toward the growth and development of the participant rather than the entertainment or stimulation of the observer.”

Drama is the literary form designed for the theater, where actors take the roles of the characters, performs the indicated action, and utter the writer dialogue (M.H. Abrams 1971 : 43). Based on Helen Nicholson from her book, drama is combine thought, language and felling in range of energetic and creative ways, although there are recognizable practices in drama which students might acquire, reaching new understandings implies a creative and personal involvement with the work.¹

Drama education, at its most inclusive, invites students not only to engage with the dramatic narratives of others, but also to find ways to communicate their own ideas. In drama, intellectual and emotional involvement with the narratives of others is integral to the learning, wherein moral, political and cultural values are open, temporarily and contingently, to renegotiation and interpretation. In this context, making drama, as all drama teachers are well aware, involves a rather messy process of discussion, questioning, speculation, experimentation and reflection; it requires students both to explore their own ideas and values and to interpret those with which they are less familiar. From this point of view, drama education is a living art form in which students might 'understand something new' about both their own lives and those of others.

A Drama classroom remains a strong venue for learning to work in role and confirming its value in the practical sense. The teacher's role is defined as: helping students to form their ideas; helping students to test their ideas; helping students to communicate their ideas; and helping them to respond to different real-

¹ Nicholson Helen, *Teaching Drama*, 11-18, (New York, Continuum 2000), p. 1

life situations. Teachers can use these skills for specific learning objectives by stepping into the fictional work of the students through using drama strategies, in particular, teacher in role.

Drama in education becomes functional role-play. Functional role-play is frequently assumed to be of a lot of artistic order than 'drama as an art form'. It may indeed often be so, if the purposes of the functional role-play go no further than simple interactions for short-term pedagogic ends. However, study of these particular functional dramas is revealing: several use quite complex and elegant artistic structures.

As is the case with many basic skills, one of the important periods to improve speaking skill is, incontrovertibly, during primary education. Speaking skills acquired and developed during primary education are significant with regard to both acquisition and permanence. Therefore, it is essential that efficient and effective teaching methods are employed in order to improve speaking skills during primary education. In our view, a favorable technique in aiding primary school students to acquire and develop oral communication skills is the use of creative and educational drama activities. No matter where this technique is applied, creative drama may be considered a method of learning-a tool for self-expression, as well as art. The scope of creative drama may be briefly explained through six learning principles.

1. A student learns meaningful content better than other content.
2. Learning occurs because of a student's interaction with his environment.

3. The more sensory organs a student uses while learning, the greater the retention of the lessons.
4. A student learns best by doing and experiencing.
5. Effective participation is important in learning emotional conduct.
6. Learning becomes easier and more permanent in educational environments where there is more than one stimulus. (Abdulhak Halim Ula : 2008)

Meanwhile, interactive drama techniques utilized in a language class have generally been divided into seven types, including games, mime, or pantomime, role playing, improvisation, simulation, storytelling, and dramatization.

The teaching steps were divided into four steps consisting of (1) working on a drama script, (2) drama rehearsal, (3) drama production, and (4) drama evaluation, each of which is detailed as follows:

1) Working on a drama script

The first step involved the establishment of background knowledge concerning a play which students were required to engage in. In order to make the interaction more meaningful to students and to facilitate their acquisition of a language, they needed to know who they were in that particular context, who they were interacting with, and why they were interacting with those people. Students' background knowledge of the play was established by means of class discussion of the play's characters, their natures, their relationship with other characters, or their problems. The questioning techniques were employed to encourage students' participations and interaction. Examples of questions are as follows: "What kind

of person is this character?,” “How does s/he feel about the person s/he is taking to?,” and “What is the relationship between the character and the person s/he is talking to?”

Through the establishment of background knowledge about the play, students could be made aware of other crucial elements of communication in addition to linguistic forms. Also, students had opportunities to practice expressing their thoughts opinions, and feelings.

2) Drama rehearsal

Drama rehearsal was designed to elicit students’ physical and emotional engagement. In this step, students were divided into groups or pairs, and they were assigned to play each character’s role. The background knowledge established in the previous step enabled them to understand their role and the context where the communication took place. Here, while the play’s dialogue that they are required to deliver provided them with language input, the context of the play facilitated their learning of how the forms were applied in that particular context. Close monitoring and interruptions by the teacher were required in this step in order to correct students’ pronunciation, to enhance their understanding of their role, and to ensure that students were delivering a dialogue from their understanding rather than being engaged in more rote recitation. Questions were posed to strengthen students’ understanding and to guide how they should express the play’s meaning.

3) Drama production

This step created opportunities for students to engage in a performance to experience lifelike communication situations without any interruption from the teacher. Through a performance, in addition to delivering a dialogue, students could exploit facial expressions, intonations, and gestures to convey the intended meaning of each character. This helped them internalize both linguistic and non-linguistic components of speaking ability. To make sure that it was manageable within the class time, a performance of an extracted scene was provided for students to practice their speaking ability. A full-scale stage performance of the whole play was kept for the final project or end of class activity. Students' performance was videotaped for subsequent evaluation.

4) Drama evaluation

Drama evaluation involved the evaluation of the performance. The videotape was played after the performance to allow students to practice expressing their opinions towards their own performance as well as their peers' performances. That students were able to observe themselves enabled them to improve their performance and learn from their mistakes.

4. Drama and English Teaching

In this section I will clarify what drama can offer for teaching English. Students' learning in English teaching through drama is predominantly composed of what was discussed in the previous chapter. Nevertheless, I find it important to examine certain points of drama in English teaching that other subjects lack in.

However, one needs to bear in mind that the following can be used in all language teaching and not merely with English even though in this study I refer to English.

Play is an essential part of drama and language is certainly related to play. As Heikkinen (2004: 66) argues, play is founded on language, which is the first and most important device humans create in order to express their thoughts. I turn to serious playfulness to expound on the situation. Heikkinen (2005: 35) points out that serious playfulness always has a stake, either being symbolic, material or ideal. Thus, the stake can be a matter that should be learned during the drama exercise. Clipson-Boyles (1998: 11-12) shares a similar view by stating that drama activities necessitate careful planning for a certain purpose. Thus, the purpose or the stake in language teaching could be used for communication, group activities, memory assistance, practising particular forms of speech or for practising reading with expression. The use of playfulness, which is related to language and has learning benefits, could therefore be a fundamental asset in teaching English.

Students learn to use regular speech through drama. Almond (2005: 11) draws attention to the fact that through drama the division between the organized language inside a classroom and the spontaneous language in the real world will narrow. This is achieved, as he continues, due to drama engaging students in authentic real life situations. Furthermore, Heikkinen (2004: 136) continues that drama develops students' non-verbal and verbal communication skills. Moreover, Clipson-Boyles (1998: 3) shares a similar view by stating that drama puts language into context. Thus, when students are obliged to participate in meaningful activities and use English, they strive to use normal everyday speech. As a result, students speak in

English in order to fulfill the assignments and inadvertently practise their language skills.

B. Conceptual Framework

Learning English as a foreign Language needs a set of methods and process. The process of learning is an important part to master a language especially speaking. In improving the speaking learning process the researcher needs to find some efforts to be implemented in the process of English teaching and learning process. The researcher needs to find and suitable and effective activities to be implemented in the school. The program of the interactive drama technique is designed with the intention of creating a setting where the student are engaged in activities they would normally enjoy in the native language or sharing the kinds of activities their counterpart enjoy in the foreign culture.

By using drama in teaching speaking skill to the eleventh grade students of MAN Yogyakarta II, it can motivates and encourages of the students to practice speaking English. It makes them enjoy expressing their feeling, ideas, opinion and even in messages and suggestions. Since it is fun activity, it helps students to take part in practice.

CHAPTER III

RESEARCH METHOD

The previous chapter presents the theoretical framework and conceptual framework. In relation to the previous chapter, to determine the result and procedure of this study, the researcher presents the research methodology as presented below.

A. Type of the Research

This research was an action research study. According to Kemmis and McTaggart (1988) in Burns (2010:7), “action research has four major steps. There are planning, action, observation and reflection”. In this scheme, the researcher was helped by the teachers to find a problem, formulated a possible solution, implemented the action, and reflected on the outcome of the action. The process in action research can be shown in the scheme taken from Kemmis and McTaggart in Burn (2010) below:

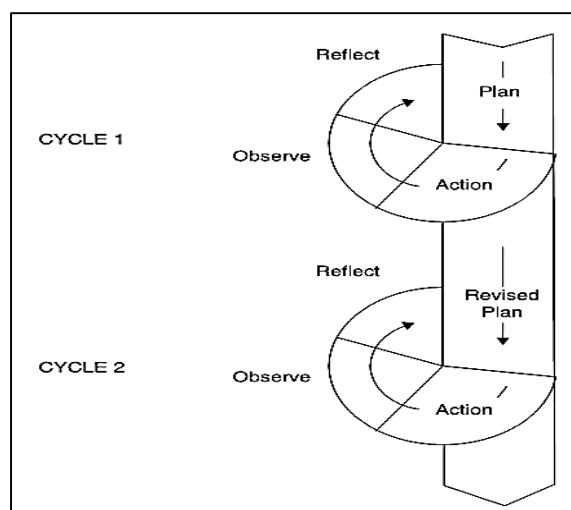


Figure 3.1: Kemmis and McTaggart’s Action Research Model

The researcher tried to find and implement the actual actions in order to improve the students' learning of speaking using interactive drama technique for eleventh grade (grade XI) students of Language Class XI of MAN Yogyakarta II in academic year of 2012/2013. The researcher herself and all of the other research members collaborated with each other and work together in finding the problems and weaknesses of students' learning of speaking, identifying the collected problems, planning and carrying the actions, and then conducted the evaluation and reflection of the implementations of action.

B. Setting

This research was carried out in Language Class XI of MAN Yogyakarta II in the second semester in academic year of 2012/2013. The research was held in one month started on March 013. MAN Yogyakarta II is located on Jalan K.H. Ahmad Dahlan 130, Yogyakarta. The facilities available included the headmaster room, a teacher room, a school administration room, guidance and counseling room, and classrooms. Other physical facilities were a computer laboratory, a library, a mosque, school cooperation, school health unit, OSIS room, musical studio, canteens, toilets, and parking area.

The school had 55 teachers and 565 students. There were six classes for Grade X, eight classes for Grade XI, and nine classes for Grade XII. The number of English teachers in this school was five. The English teaching learning process was carried out twice a week with the duration of 80 minutes each meeting.

C. Research Participants

This research involved the researcher, the headmaster, the English teacher, and the grade XI students of Language Class of MAN Yogyakarta II in academic year of 2012/2013. This class consists of 19 students. The object of the research was the English teaching and learning process in Grade XI of Language Class. The objective of the research was to improve the students' learning of speaking through the collaboration among research members in finding the problems and weaknesses of English speaking learning, to identify the problems, to plan and carry out the actions, and then do the evaluation and reflection of the actions implemented.

D. Data Collection Techniques

The data were qualitative in nature and they were collected in every step. To obtain those data, the researcher asked opinions, suggestions, comments, and expectations from the research members. It consisted of observation and interview. The forms of the data were interview transcript, field notes, and also documentation. Those data were obtained from various sources such as the teacher and the students. The data collected were aimed at describing the changes after the research. To get those data, the following qualitative data collection techniques were employed:

1. Data Types

a. Observation

The observation was conducted to know what happened in the classroom when the research was conducted. The result of the observation was used to get information for assessing the next research plan. In this case, the observation was reported in the form of field notes and observation checklist form. It described what happened in the classroom, i.e. the method used to teach English, the media used in learning process and students' behavior in learning process, etc. It also described the implementation of drama technique to enhance speaking skills and the students' behavior during the teaching and learning process. Meanwhile, the observation checklist form covered five main aspects which were the opening, the content, the closing, method used, and students' interaction during the teaching learning process. The observation was done by the English teacher as the collaborator.

b. Interviews

The instrument for interviewing the students and the English teacher was interview guideline. It was developed by the researcher based on the need of the research. The interviews were held to get the data about the students' interest about the technique during and after the teaching and learning process. The data were interview transcripts. The interviews were semi-structured. It means the teacher and the students answered the questions related to their opinions and suggestions about the teaching and learning process of speaking by using drama

technique. The English teacher and some students of eleventh grade in MAN Yogyakarta II were interviewed after the research was implemented.

E. Instrument of the Research

a. Questionnaires

The questionnaire was given in two times. Before planning the actions, questionnaire was given to the students to know their difficulties in learning speaking and then after the actions it was also given to the students to know the differences between before and after the actions. The questionnaire would be used to support the results of the observations and interviews.

b. Video Recorder

The class observation also was completed with the video recorder taken from the speaking teaching-learning process. The video recorder was one of the references to support the notes about what happened in the classroom. The students' performances were taped using video recorder by the researcher and collaborator. It was aimed to know the differences of students' speaking ability before and after the implementation.

F. Data Analysis Technique

From the data collection techniques, the data were the qualitative. They were obtained from the interviews with the teacher and students about the teaching and learning process of speaking by using drama technique, questionnaires given to

the students, and the classroom observation during the implementation was analyzed collaboratively.

The qualitative data were analyzed in four steps. The first step is by collecting all the data such as interview transcripts, field notes, and questionnaires. The second step is data reduction. In this step, the data was selected, limited, simplified, and transformed the data by summarizing or paraphrasing the interview transcripts and field notes. The next step is in the data. The data which has been reduced are then organized and compressed. The data display of this research was in the form of text, field notes, and interview transcripts. Then, the last step is making conclusion drawing verification. The conclusion is gained based on the results of the students' performances, field notes, and interview transcripts. Meanwhile, in making conclusion, the collaboration with the other researcher in the field is needed to obtain the valid finding.

G. Research Validity and Reliability

To get the validity of the research, Anderson et al. (1994) in Burns (1999) stated that there are five criteria of validity: democratic validity, result (outcome) validity, process validity, catalytic validity, and dialogic validity. In this research, the researcher used five criteria of validity.

- 1) Democratic validity is related to research members' chances to give their opinions, ideas and comments about the implication of the action research. From the beginning, the researcher and the research members worked together in determining the manageable problems and discussing the actions that were

implemented. The researcher conducted interviews to ask the students' and the teacher's opinions, ideas and suggestions after the action. Their opinions were used to improve the next action plan.

- 2) Outcome validity, which is related to the notions of actions leading to outcomes that are 'successful' within the research context. In the research, the notions of actions mostly came from the teacher. This validity depends on the validity of the research process. In this research, the process was related to the results in improving students' learning of speaking.
- 3) Process validity meant that actions done in the research can be reliable. In this research, the process was done through cycles. Each cycle consisted of planning, implementation, evaluation, and reflection steps. The process involved some different data resources and it was followed by some proofs to show that the process is believable.
- 4) Catalytic validity, which is related to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they could make changes within it, or by monitoring other participants' perceptions of the problems in the research setting. This validity was reached by giving chance to the teacher and students to deepen their understanding on the use of the Drama technique in the speaking teaching and learning process through monitoring their roles and discussion
- 5) The dialogic validity meant that the research members could participate in the process of research. This research involved the teacher as the person who was related to the English learning and teaching process directly. Besides, this

research also involved collaborator as a person who could monitor the research process. Thus, the research members could participate during the research process.

In order to ensure the reliability, the researcher showed the interview transcripts or used different resources to get the same data. To obtain the data about the teaching process, the researcher interviewed the English teacher, observed the teaching learning process, took the photos of the teaching learning process, or interviewed the students who participated in the lesson.

H. Research Procedures

The researcher used the procedure of Action Research proposed by Kemmis and McTaggart with some modifications. The procedure is as follow:

1) Reconnaissance

In this step, the researcher carried out the research collaboratively with the English teacher in the school and also another research team member in the school. Moreover, in this step, the researcher found out information concerning on the students' learning of speaking. The researcher observed the English teaching and learning process and interviewed the English teacher and the students to identify the existing problem on the students' learning of speaking. After that, she determined some plans related to the problems on the students' learning of speaking in terms of students' speaking skill and students' behaviors, such as students' motivation, students' self confidence, and students' interaction.

2) Planning

After doing the observation in the reconnaissance step, then the researcher made some plans to choose the actions that were feasible to be implemented in the field. In planning the actions, the researcher worked together with the English teacher of grade XI MAN Yogyakarta II. The aim of the actions is to plan some actions as efforts to improve students' learning of speaking. The action plan was using the drama technique to improve students' learning of speaking.

3) Acting and Observing the Action

In this step, the researcher implemented the actions, while the research collaborator took notes in the backside of the class to observe the students' reactions and behaviors during the activities. The research collaborator also helped the researcher to handle the students' disruptive behaviors. It was done by approaching the students or giving a warning. For example, when there was a student who walked around the class, the research collaborator would approach him and asked him to go back to his seat, etc. Sometimes, the research collaborator walked around the class to help the researcher to check the students' works by approaching and facilitating them by giving a problem solution related to the topic.

4) Reflection

The findings in observation of the implementation were analyzed and synthesized by the researcher and all other research members. The reflection was done by the researcher collaborate with the English teacher. The discussion was

done in order to evaluate the process and the result of the action. Then, researcher analyzed the weaknesses of the action and tried to figure out the solution.

The second cycle would be implemented after the researcher finished the first cycle. Researcher collaborated with the English teacher in MAN Yogyakarta II on analyzing the problems faced during the cycle 1. The successful actions were used and reapplied in the next cycle, but those which were unsuccessful would be changed or improved into the suitable one.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter reveals the finding and practice which refer to the efforts to improve students' learning of speaking by using drama.

A. Reconnaissance

The research began with finding problems in the field. Interviews with the English teacher and students were conducted to gain information about the problems of teaching and learning speaking. Beside the interviews, the researcher observed the class to get the descriptions of the speaking teaching and learning process. Based on the classroom observations, the researcher found there were some problems in the students' learning of speaking. It was related to the students' attitude during the lesson. They were shy and afraid to speak in English. They were doing something unrelated to the lesson and very passive to speak during the learning process. The other problem was the students' speaking competence, especially their pronunciation. The situation during classroom observations could be seen in field note 1, 2, and 3.

GBI lalu memberikan perintah "Buka halaman 19 dan perhatikan gambarnya. Percakapan dalam gambar itu coba dibaca." Siswa langsung memperhatikan gambar yang ada dalam LKS. Kemudian, GBI menunjuk beberapa siswa untuk mempraktekan percakapan tersebut. Beberapa siswa yang ditunjuk membacakan percakapan tersebut dengan malu-malu dan sungkan. Siswa yang membacakan percakapan tersebut melakukan beberapa mispronunciation dan siswa yang lain menertawakannya. GBI hanya diam tanpa mengoreksinya. (The teacher ordered, "Open the page 22 and look at the picture. Read the conversation in the picture." The students paid attention to the pictures in the LKS. Then, the teacher pointed some students to practice the conversation. The students who were appointed by the teacher read the conversation reluctantly and shyly. They made some mispronunciation while reading the conversation and other students laughed at them. The teacher only kept silent without

correcting them.)

GBI lalu menanyakan beberapa pertanyaan dari LKS secara lisan, namun tidak ada siswa yang menjawab. Akhirnya, guru menunjuk salah satu siswa untuk menjawab pertanyaan yang diberikan. (The teacher asked some questions from LKS to the students orally, but none of them answered her. Finally, the teacher pointed a student to answer the question given).

Appendix 1, Field Note 1, Page 99

GBI lalu memberikan penjelasan mengenai fungsi dan karakteristik teks narrative berdasarkan materi yang ada dalam LKS. Banyak siswa yang tidak memperhatikan sehingga kelas menjadi gaduh. Mereka mengobrol dan bercanda dengan temannya, bermain telepon genggam, dan ada yang membaca komik. Bahkan ada seorang siswa yang tertidur didalam kelas. (Then, the teacher gave explanation about function dan characteristics of analytical exposition text based on the material from LKS. Many students did not pay attention to the teacher's explanation, so that the class became very noisy. They were chatting and joking with other students, playing cell phone, and reading comic. Even, there was a student fell asleep in the classroom).

Appendix 1, Field Note 2, Page 100

GBI menyuruh siswa untuk mengerjakan latihan soal dari LKS berupa pertanyaan. Sebagian siswa terlihat serius mengerjakan soal, sedangkan yang lain mencontek pekerjaan temannya. Lima belas menit kemudian, GBI mulai membahas soal yang diberikan. Beberapa siswa terlihat panik karena belum selesai mengerjakan tugas. GBI menanyakan jawaban dari soal pertama tersebut secara lisan. Namun, tidak ada siswa yang menjawab. Akhirnya GBI menunjuk beberapa siswa untuk menuliskan jawaban soal tersebut dipapan tulis. (The teacher asked the students to do the task, which was question-answer, from LKS. Some students were serious in doing the task; meanwhile the others copied the answers from their friends. Fifteen minutes later, the teacher started to discuss the task given. Some students looked panic because had not finished the task yet. The teacher asked the answer of the first question orally. But, none of the students answered her. Finally, the teacher pointed some students to write the answer on the whiteboard).

Appendix 1, Field Note 2, Page 100

GBI menyuruh siswa untuk mempraktekkan percakapan didepan kelas. Situasi di kelas tampak penuh dengan kegugupan siswa. Mereka saling menunjuk karena tidak mau mempraktekkan percakapan didepan kelas. Akhirnya GBI menunjuk salah satu siswa dengan teman sebangkunya untuk maju kedepan kelas dan mempraktekkan percakapan tersebut. Siswa yang telah ditunjuk maju dan mempraktekkan dialog tersebut. Suaranya terdengar sangat kecil dan hampir tidak terdengar. GBI meminta siswa tersebut untuk mengeraskan suaranya. Suara siswa tersebut terdengar, dan ada banyak kesalahan pelafalan. GBI langsung menegur siswa tersebut dan langsung mengoreksinya.

Beberapa siswa yang lain menertawakannya. (The teacher asked the students to practice conversation in front of the class. The situation in the classroom seemed full of students' nervousness. They pointed each other because they did not want to practice the conversation in front of the class. Finally, the teacher pointed one of the students with her tablemate to practice the conversation in front of the class. The student went to front of the class and practiced with her friend. Her voice was so soft and almost could not be heard. The teacher asked the student to make his/her speak louder. His/her speaking became louder and some mispronunciations were made. The teacher noticed and corrected her directly. Other students laughed at her).

Appendix 1, Field Note 3, Page 102

The situation during classroom observations could be seen in Interview transcript 1,2,3,4.

- P : *"Kamu suka pelajaran bahasa Inggris tidak?"*
(Do you like English subject or not?)
- S : *"Mmm...,ya...ngga suka soalnya susah Mbak."*
(No. I do not. Because it is difficult)
- P : *"Loh, susah gimana maksudnya?"*
(How does that mean?)
- S : *"Susah Mbak, aku sering nggak tau artinya."*
(Difficult Miss, I often do not know what it means)
- P : *"Ooo..kan bisa liat kamus."*
(you can open the dictionary, can't you?)
- S : *"Iya sih Mbak, tapi ya tetap aja susah. Apalagi kalo udah disuruh ngerjain soal-soal itu."*
(Yes Miss I can, but it is still difficult. Moreover, when asked to work on tasks)
- P : *"Terus, kalau pas lagi jam belajar, suka ngomong pake bahasa Inggris ngga, Dek?"*
(when at the lesson, do you often speak in English?)
- S : *"Paling kalau Bu Rininya bilang good morning, terus aku jawab good morning juga Mbak. Hehe.."*
(May be if Mrs. Rini said good morning, and then I answer good morning Miss)
- P : *"Hehe..memangnya ngomong yang lain ngga pernah?"*
(Do not ever say anything else?)
- S : *"Ngga Mbak. Jarang, paling kalau lagi dialog-dialog itu. Itu juga aku baca dari LKS. Soalnya susah banget Mbak, ngomong pake bahasa Inggris"*
(May be if we were in dialogues. It was also just read in LKS, because it was so difficult to speak in English)
- P : *"Um..Berarti kalau dikelas pakainya bahasa apa?Indonesia?"*
(What language is used in the classroom? Is it Indonesian?)
- S : *"Iya mbak. Sama Bahasa Jawa."*
(Yes, It is. And also Javanese.)

Appendix 2, Interview 1, Page 110

- P : *"Kamu bosan ngga, kalau ngerjain-ngerjain soal dari LKS gitu terus?"*
(Do you feel bore if only doing tasks in LKS?)
- S : *"Bosenlah Mbak. Aku sih pengennya ada nyanyi-nyanyi apa nonton-nonton video apa film gitu"*
(Yes, I do. I want to study using singing a song or watching movies)
- P : *"Kalau ngerjain tugas LKS itu, sendiri-sendiri apa kelompok-kelompok?"*
(If doing tasks from LKS, doing by yourself or in group?)
- S : *"Sendiri-sendiri Mbak."*
(By ourselves, Miss.)

Appendix 2, Interview 2, Page 111

- P : *"Kalau di kelas, lagi pelajaran gitu, sering ngomong bahasa Inggris ngga?"*
(If at the lesson in the classroom, do you often speak in English or not?)
- S : *"Jarang banget Mbak. Pas lagi disuruh latihan-latihan dialog aja sama teman sebangku."*
(Seldom, Miss. When asked to practice dialogues with friends bench)
- P : *" Kalau selain itu, pernah ngga?"*
(and is there the activity beside that?)
- S : *"Ngga pernah Mbak. Ngerjain soal aja wis angel, apalagi ngomong bahasa Inggris."*
(Never, Miss. Doing tasks is difficult, moreover to speak in English.)
- P : *"Berarti ngomong bahasa Inggris lebih susah lagi ya, menurut dek Dhara?"*
(So, do you feel that speak in English is more difficult?)
- S : *"Iya Mbak. Pol susah!!"*
(Yes, Miss. Totally difficult)
- P : *"Susah bangetnya itu dimananya?"*
(What is the point in difficult?)
- S : *"Aku ga tau Mbak, mau ngomong apa. Takut salah juga Mbak, malu kalau diketawain teman-teman. Apalagi kalau nanti malah dimarahin kalau salah ngomong."*
(I do not have an idea what will I say. I am afraid to make mistake, and feel shy if my friend laugh at me.)
- P : *"Oh gitu. Terus kalau dikelas, sering diskusi ngga sama teman tentang materi pelajarannya?"*
(Ok I get the point. Then if in the classroom, do you often discussion with your friend about the material?)
- S : *"Ngga pernah Mbak. Paling ngobrol-ngobrol aja Mbak tentang yang lain."*
(Never, Miss. May be if talking about another things.)
- P : *"Kalau dikelas Bu Rini, biasanya ngajarnya gimana?"*
(What dos Mrs. Rini teach in the classroom?)
- S : *"Ya, njelasin-njelasin gitu Mbak. Udah gitu, dikasih latihan soal dari LKS, terus dicocokkan itu jawabannya. Udah."*
(Afer teaching the materials done, then give us the tasks from LKS and then correction the answer. Finish.)
- P : *"Emangnya selalu dari LKS yah? Pernah dikasi fotokopian, atau film, lagu?"*
(Is it always LKS? Do ever gave the photocopied or film, songs?)
- S : *"Engga pernah Mbak. Dari LKS terus."*
(Never, Miss. Always takes from LKS.)
- P : *"Ngerjain tugasnya, sendiri-sendiri atau berkelompok?"*
(How to doing the tasks? By yourself or in pairs?)

S : “Sendiri-sendiri terus.”
(Always by ourselves.)

Appendix 2, Interview 3, Page 111

P : “Kalau dikelas, belajarnya ngapain aja?”
(What do you do to study in the classroom?)

S1 : “Ngerjain LKS mbak, kalo disuruh”
(Doing work in LKS, if asked)

S3 : “Iya, sama suruh baca teks itu.”
(Yes, I do it also and asked to read the text.)

P : “Seneng ngga?”
(Do you like it?)

S2,S3 : “Ngga lah mbak. Bosen yoo... Aku nyontek aja”
(Of course not. I Feel bore. I cheat.)

S1 : “Hooh, podho”
(Yes, I also do that)

Appendix 2, Interview 6, Page 115

Considering the results of the interviews and classroom observations, the researcher found the field problems faced by students in learning speaking. The first problem was the teacher and students had less communication. The learning process were traditional and not interesting. Many students had difficulties in learning speaking and they were very passive. They tend to be very quiet when the teacher gave questions to them. They were afraid and reluctant to speak. The teacher did not give enough speaking opportunities to the students. She only concerned with the teaching of reading and writing skills.

Furthermore, to know the students' problems and weaknesses before the actions, the researcher used questionnaires. The researcher found that the students faced many problems and weaknesses. Most of the students were not interested in speaking class and English teaching learning process. They felt unconfident to speak in English and they were passive during English lesson. They also thought

that their English speaking skill were still low. The results of the questionnaire can be seen in the following table.

No.	Students' Problem	Number of Students
1.	The students were not interested in learning English.	17
2.	The students considered English as a difficult subject.	18
3.	The students were not interested in the speaking class	16
4.	The teacher seldom gave speaking activity during the English teaching and learning process.	19
5.	The students did not like speaking tasks.	17
6.	The students feel unconfident in the speaking practice.	18
7.	The activity during the English teaching and learning process were not interactive and communicative.	17
8.	The students felt bored during English teaching and learning process	19
9.	The teacher was more active than the students (teacher-centered)	18
10.	The students seldom interacted with other students related to the material during English learning	17
11.	The students seldom interacted with the teacher related to the material during English learning	17
12.	The students lacked grammar	18
13.	The students lacked vocabulary	18
14.	The students could not pronounce English well	19
15.	The students could not speak English fluently	19

Table 4.1: The Results of Questionnaire during Observation

After finding the field problems, the researcher and the English teacher discussed further to select the problems based on the feasibility of the problems to be solved collaboratively. From the discussion, the researcher and collaborators agreed to solve the most urgent problems. Those problems were formulated as follows:

- 1) The students had low motivation in learning speaking
- 2) The students had low self-confidence in speaking practice
- 3) There was insufficient students' interaction during learning speaking

- 4) The students could not pronounce the English words appropriately

The next step was analyzing the problems. Based on the analysis, the problems were caused by several factors, such as the teacher, the students, and the learning technique from data. The following figure shows the results of the analysis.

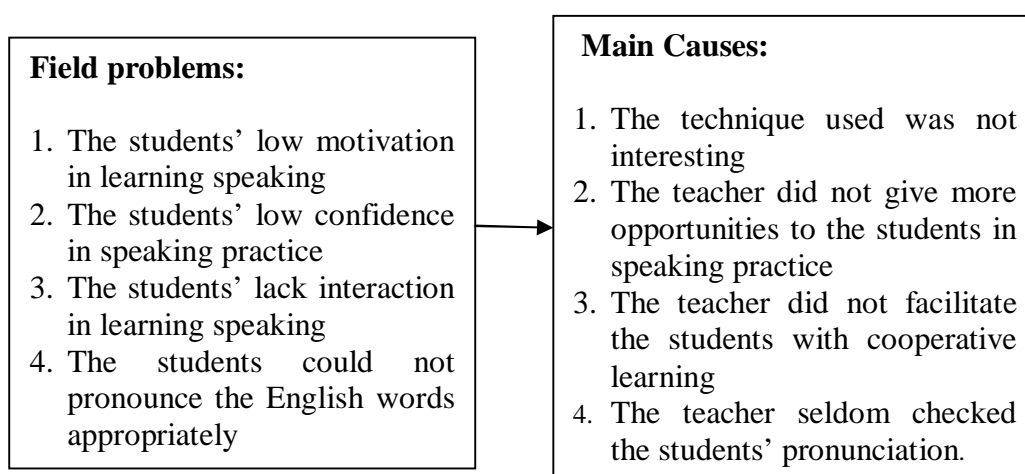


Figure 4.1: The relationship between field problems and main causes

Based on those problems, the researcher and the English teacher formulated some actions to overcome the problems. Having discussed and considered the limitation of time, energy, and fund, the researcher agreed to apply some actions. The actions were giving feedback on students' pronunciation, implementing drama activities, asking the students to perform a dialogue in group, and asking the students to performance the script. The relationship between field problems, main causes, and actions can be seen in Figure 4.2 below:

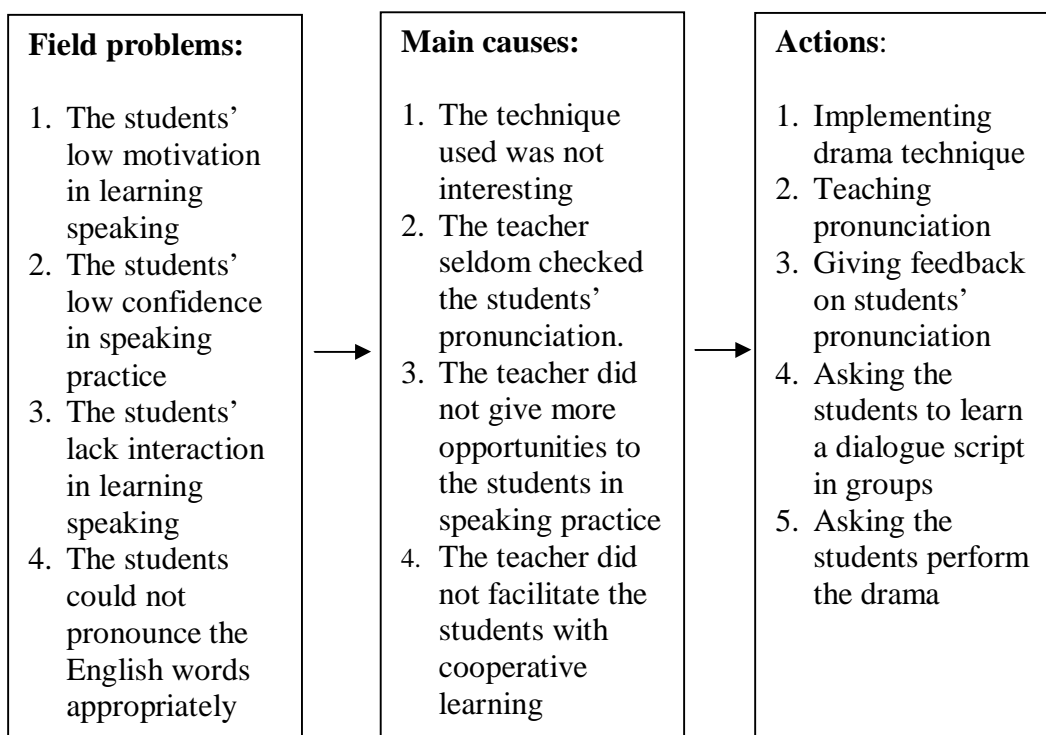


Figure 4.2: The relationship between field problems, main causes, and actions

These activities were chosen because of its structure of learning which was appropriate to be implemented on speaking. The drama activity was used to create fun and enjoyable atmosphere during the learning speaking in the classroom. The teacher and the researcher also used various resources and media for supporting the drama activities such as video-recording and reading texts taken from the internet.

B. Report of Cycle 1

1. Planning of Cycle 1

The implementation of drama technique was planned and conducted by the teacher and the researcher. In the teaching and learning process, the teacher acted as the observer and the researcher acted as the teacher. This formation was

expected could maximize both the researcher's and the teacher's performance during the action to overcome the feasible problems.

In this cycle, there were five actions applied in the teaching speaking process.

The actions were as follows:

1. teaching pronunciation
2. implementing drama technique
3. asking the students to learn a drama script in group
4. asking the students to perform the dialogue in group
5. giving feedback on students' pronunciation

Before the actions, lesson plans were prepared by using three phase methods (Presentation, Practice, and Production). The implementations of the actions were used as the formulations to overcome the feasible problems.

1.1.First Meeting

a. Teaching pronunciation

The focus of the drama techniques has been generally on accuracy of sounds and stress at a word level. Nevertheless, we should bear in mind that both the ability to produce isolated sounds or recognizing suprasegmental features and fluency contribute to effective communication. The interactive aspect of pronunciation as well as other aspects of English can be emphasised by the use of drama techniques. In classes where these techniques are employed, they help to reduce the stress that accompanies oral production in a foreign language. They are

fun, entertaining and relaxing. Moreover, they also increase learner confidence, because they help learners to speak clearer, louder and in a variety of tones.

b. Implementing drama technique

The implementation of the drama technique in this cycle was conducted in 3 meetings. In the first meeting, the teacher distributed drama script which had been divided into 4 groups. Students were asked to practice the script in group and played a drama in front of the class. In the second and third meeting, the teacher used drama script with same topics. In implementing the drama technique during the teaching and learning process, the teacher instructed the students to discuss and learned their script.

1.2. Second Meeting

c. Asking the students to learn the script

In this cycle, the students were asked to have a practice in every group to learn the script. They discussed, shared, and contributed knowledge each other in group.

d. Asking the students to perform a play in groups

In this cycle, the students were asked to perform the drama script in groups. This activity increased the students' opportunity to talk with their partner. It was aiming at improving students' speaking skills. By asking the students to perform their play, they were hoped not to be shy and reluctant when speaking. Moreover, it was aimed at giving them understanding that performing a text was different from reading a written text aloud. It also improves students' interaction when they performed a play.

e. Giving feedback on students' pronunciation

Giving pronunciation feedback in every meeting at the end of the performance was aimed to make the students know how to pronounce the English words well and make them to be more confident in speaking practice. Pronunciation feedback was given after the students finished their performance. The students should not be interrupted although they made pronunciation mistakes during their performances. It could make them lose their concentration and their self-confidence to continue their performances. Moreover, students could find the positive experience by learning from error correction. To conduct the error correction, students could rely on self-correction or on peer-correction. For self-correction, teacher made notes some mistakes and informed the students about them after their performance. The peer-correction can be done while students reviewed each other's performance. This could help the students to know the correct spoken language features and later improved their speaking competence.

2. Action and Observation of Cycle 1

The action of cycle 1 was conducted in 2 meeting. The first meeting was held on 19 March 2013, the second meeting on 22 March 2013. In this cycle the writer focused on improving students' pronunciation.

The action focused on implementing the drama which was required the students to work in pairs. In this cycle, the writer implemented the action while the collaborator took notes on the back side of the class to observe the teaching

learning process. The data during cycle I was collected through classroom observation, interview and field note.

First Meeting

When the English teacher entered the class with the researcher and the collaborator, most students were busy tidying their books on the table. Meanwhile, some students who sat in the back row were still playing game on their phone. Being aware of the English teacher's presence; they stopped and put their phones in the bags. Some of students greeted the researcher kindly. *"Hello Miss Ery, Nice to meet you! Asyik yang ngajar Miss Ery."* The researcher smiled and replied *"Hello, nice to meet you too"*. Then the teacher and collaborator took a seat immediately in the back row to be observers and wrote the teaching learning process.

Next the reasearcher greeted the students *"Hello, good morning class. How are you today?"* The students replied *"Hello Miss, good morning. I'm fine thank you. And you?"* The reasearcher said *"I'm very well. Thank you."* Then she asked *"Is anybody absent today?"* They answered *"No."* Then she said *"Good. All the students are present here. I hope you are all feeling well today. Well, it's time to start now. Are you ready?"* They answered at once *"Yes."* To begin the lesson, the researcher did some warming up in the pre-teaching stage. First, she tried to activate the students' spirit by involving their minds in questions and answers activities leading to the topic and intended competency.

Next, the researcher asked “*Have you played drama in English?*” Some students answered “*Belum Miss.*” She continued “*What about Snow White or Cinderella? Have you ever read that stories?*” Then they replied “*Yes Miss tahu*”

After giving warming up activities, she told that they would play drama. “*Ok class, let’s play drama.*” The students looked excited hearing they were going to play drama. They yelled “*Horeee... main drama. Drama nya apa miss?*” She replied “*we are going to play the story of narrative or we can call it playing drama.*”

Before playing the drama, she checked the students’ pronunciation. Unfortunately, many students did not know how to pronounce words in English correctly. Then she asked them to pronounce the alphabets first to know whether they could pronounce each of letters in the alphabets correctly.

Then she pronounced all letters in the alphabets loudly one by one and asked the students to repeat the sounds correctly while the others still got problems to pronounce some letters. Afterwards she showed them a video of drama with the title “Cinderella” and invited them to watch that film. All the students enjoyed watching it very much. While watching, they also repeat the actors and actresses said. the students seemed very happy though a few of the students still pronounced some words wrongly.

Then the researcher divided them into 4 groups. Each group had 4 to 5 members. Some students protest because they were not in group with students they liked. She connived and continued the activity.

After divided groups, she gave 4 type of drama script with different title. Each student got one script but same script with their team. The scripts were *“Cinderella, Jack and the Beanstalk, Little Red Riding Hood, and Goldilock and Three Bears”*. She asked them to learn the script with their own group. Next, she explained the steps of the activity. After they understood, she gave time 15 minutes to learn the script.

After having pronouncing practice, the students were asked to work in group of four with any students who reasearcher choosed. Next, the researcher explained how to play drama with groups. While researcher demonstrating, some students made some noises chatting with each other. For that reason she stopped and asked them to pay attention to her. They stopped talking and paid attention to her and then she continued demonstrating as reflected in the quotation below.

OK, suppose that I will give example for you some words and how to pronounce them correctly. Here you are pumpkin /'pʌmp.kɪn/, princess /prɪn'ses / Check your pronunciation on your dictionary. While she was explain how to read the transcript on the dictionary, a male student made some noises. For once, she stopped teaching them and warned him, “Hey boy over there, be quiet please. If you don't pay attention, you will not be able to pronounce correctly later.” Then he stopped made noises and paid attention to her. Then she repeated pronouncing the word. While listening to her, the players in every group looked at their own script. She asked them reading aloud one by one who she choosed is. “Novi, please read aloud your part on the text.” Then she read her script. She was confidence to read her script. The reasearcher responded, “Good, that's right, but

there are some words with wrong pronunciation.” So, the researcher helped her to correct the mispronunciation that she made.

Nevertheless, the other students still kept reading aloud their own script, and some times some students even asked the researcher the pronunciation about the script. Miss, what is the pronunciation of this word? Then she helped them to pronounce the words that they asked.

During the practice, she walked around the class and moved to the other groups. They tried to pronounce the script like she taught them before. They opened their dictionary and looked for the transcript. She noticed that they enjoyed learning the pronunciation even though they often got difficult in pronunciation. Sometimes, they also burst out laughing because some students pronounced words wrongly.

As the example in group.....there was a student who pronounced the word very wrongly. The word enough and she said /inoug/, and then her friend tried to correct her *“Hahaha....masa jadi /inoug/. Itu seharusnya /ɪˈnʌf/ gitu.* When she noticed this, she tried to encouraging her.”*Yeah that’s good Dhira! Listen everybody, if your friend pronouncing the words wrongly, you should not laugh at her/him. How ever you should help her/him try to correct the mistakes. And it will be better if you try to use English when you want to correct your friend, for example: No, it’s not correct. You should pronounce like this /ɪˈnʌf/.*” The students smiled and replied *“OK OK Miss,”*Then she asked Dhira. *Alright, now repeat your correction. Then Dhira how to tell your friend to pronounce it correctly?* She said, *“aduh gimana ya tadi miss? Hum...It’s not correct. You*

should pronounce it /t'nʌf/. Gitu kan miss?" Then she praised her, *"Yeah, that's very good! The others please remember, try to speak English,"* They nodded while Dhira yelled happily *"Yes, aku bisa!"*

From the quotation above, the researcher could notice important points. First, each group needed helped to pronounce some words. Sometimes, they also made many slip. So, they had to repeat their pronunciation again and again. Next, some students were still aware of mistake done by their friends and they need helping them to correct the mistakes.

The researcher asked them to stop reading the script. They seemed a little bit upset because they had not finished pronouncing. Then she tried to cheer them up by saying that they would play the drama in their group. Afterwards, they cheered up again.

Many students told her that they actually enjoyed playing the drama, but still had confused in pronunciation. As they must pronounce words many times, they got easy.

Since the times was almost up, the researcher give the feedback and asked them to learn it more at home and they must to perform the drama in front of the class with their script. Then she closed the teaching learning process

"OK class, because time is almost up, learns it at home. Write the pronunciation at your script and take from your dictionary. And you should express that action but you allowed reading the script when you perform it tomorrow." Then they replied *"OK miss!"* She asked *"Any question?"* They answered *"Nothing Miss."* Then she said *"Ok thanks for all your attention. And*

we closed this lesson with alhamdulillah” The students said *“Alhamdulillahirobil alamin.”*

“See you next meeting class.” Then they replied *“See you Miss”*

Second Meeting

When the English teacher entered the class with the researcher and the collaborator, most students were busy. Meanwhile, some students were still eating and doing something. Being aware of the English teacher’s presence; they stopped of their activities. Some of students greeted the researcher kindly. *“Hello Miss Ery.”* The researcher smiled and replied *“Hello, guys”*. Then the teacher and collaborator took a seat immediately in the back row to be observers and wrote the teaching learning process.

Next the researcher greeted the students *“Hello, good morning class. How are you today?”* The students replied *“Hello Miss, good morning. I’m fine thank you. And you?”* The researcher said *“I’m fine too. Thank you.”* Then she asked *“Is anybody absent today?”* They answered *“No.”* Then she said *“Good. All the students are present here. I hope you are all feeling well today. Well, it’s time to start now. Are you ready?”* They answered at once *“Yes. We are”* To begin the lesson, the researcher did some warming up in the pre-teaching stage. First, she tried to activate the students’ spirit by involving their minds in questions and answers activities leading to the topic and intended competency.

“OK class today we are going to play drama from the script that you had learned yesterday. Do you bring it now?” But some students so not bring the script in the previous meeting. There is a student said *“Oh ya ampun Miss, I’m forget bawa teksnya”* Then she replied *“It’s OK. I’m going to open the script one by one of the*

script using LCD and you can read the script. But now I want to check your pronunciation again. Who don't bring the script can join with your friends in group. I will give 20 minutes to prepare your performance in front of the class. Check in your dictionary if you can not to pronounce some words or you can ask me or my friend." Then they started joined with their own group and practiced more. They looked excited. Every student prepares their performance, some of them open thir dictionary and the others write the pronunciation on the script. The reasercher and collaborator help them and the English teacher took note of the activity.

Before playing the drama the researcher give them more time to practice again with their group. She gave 20 minutes to prepare their performance. After the times up, she asked them to perform the drama in front of the class. She asked the group who was ready to perform it first. Then they performed one by one group. While one of the groups performing their play, the others group giving attention, and some of them tried to repeat what the player said. They looked very excited. The class became noisy since students laughed while their friend doing fun acted.

The English teacher also came to take notes to observe the class while the collaborator recorded the situation on video. It seemed that everybody playing the drama. They were very enthusiastic to get everybody attention.

To make the students aware of how well the performance, reward were given after each group played.

Wow, you did it well. The researcher gave them reward and applause for their performance. And then every student giving applause for their job. They felt happy because they can perform in front of the class. *"Akhirnya we can speak English Miss"* A student said that and another replied *"yes miss, we are not bore."* And then she smiled and replied them *"if you try, you can do. Good Job"*

The feedback not only correcting the students' mistake, but also how well they had done during the performance. The way she gave feedback to the students not only the kind of mistake being made, but also on the type of activity were students taking in, namely accuracy and fluency.

During accuracy for example in studying pronunciation and vocabulary in practice if the students made mistakes, she stopped it and made some corrections. First, I showed them that a mistake had been made by asking them to repeat what they said by saying "Again please?" with intonation and expression which indicated that something was wrong or perhaps, by emphasizing the part of the utterance.

After showing incorrectness she helped the students to do something about it. By doing this procedure she helped that they were able to correct themselves or she indicated that something was wrong. However, if they did not know or understand what the mistake was. She helped them to get it right by focusing on the correct version in more detail, and then asked them to repeat the utterance correctly. She also often asked the whole class to correct each other. Many students became aware of the mistakes they did and sometimes could directly correct the mistake by themselves. The students even started attempting to correct their mistake each other during the activity.

On the other hand, during the fluency work, for example in performing dialogue and playing drama. Her tolerances of pronunciation mistakes were much greater than it was during more controlled session. Therefore, she usual

wrote mistake by monitoring their performance without interrupting them in mid-flow and gave them feedback afterward.

Beside I also offered them an assessment of their performance and progress by balancing praise and criticism. She showed her praised by saying, for example “Good!” “Well done!” “You’re doing very well” “That’s great!” accompanied by the use of non-verbal expression, for example, smiling and giving applause or thumbs up. She also gave them marks if necessary. Then, if she had criticism to make about their performance, she gave them through a lot of positive encouragement by saying, for example, “Come on, and never give up!” “I know you can do it,” “Go on. Have another try,” “Keep trying!” “Believe in yourself!” etc, in order that they became more motivated to do better accomplishments in their future actions.

Being given immediate feedback, the students knew exactly what was performed well, in which part they made mistake and they knew the correct one, and then made much better accomplishments in their future actions. Furthermore, when they deserve praise from her, they were very happy and motivated to do more accomplishments.

3. Reflections of Cycle 1

a. Teaching Pronunciation

Teaching pronunciation has been done before researcher applied that drama for treatment in English speaking learning. She taught the students to speak letters (vowel, consonants, and diphthong), then she asked them to open their dictionary

and found word that she wrote on the whiteboard. She taught the students how to read those words in a word's transcript.

b. Implementing drama technique

The actions were conducted in two meetings. The first meeting was conducted on Tuesday, March 19, 2013 from 07.10 a.m. to 08.30 a.m. The drama script was used in these two meetings. After greeting and checking the students' attendance, the teacher gave the warm-up to the students about narrative text as the lead in. Then, the teacher played a short-film of spoken narrative text model entitled "*Cinderella*" and showed the written text through LCD projector. After that, based on the students' number, the teacher divided the class into four drama groups. Every group consisted of five students. She gave scripts entitled "*Cinderella, Jack and the Beanstalk, Little Red Riding Hood, and Goldilock and Three Bears*" which had been divided into 4 groups. Every member of the groups was instructed to learn the character in groups and the researcher and collaborator helped them to correct pronunciation using dictionary. The teacher gave 30 minutes for them to learn the text. In this group, they were instructed to discuss their time on how they would perform the time they had. The students were serious in their practice. Some students opened their dictionary. The class became a little bit noisy. Almost all students involved in this learning activity actively.

In this drama group, the students performed their play. It can be seen that some students were nervous and unconfident in performing their play, but the teacher motivated them. The following note describes the situation.

Kemudian GBI menyuruh semua anggota kelompok untuk memperformacekan drama masing-masing. Murid terlihat gugup dan tidak percaya diri tetapi GBI memberi motivasi kepada mereka. Beberapa anggota drama lainnya juga memotivasi siswa tersebut. (The teacher asked the students to perform their own drama with their group. Students in a group took turns performing their drama. Some students were nervous and unconfident, but the teacher motivated them. So did with some students who belonged to the group).

Appendix 1, Field Note 4, Page 103

c. Asking the students to learn the script

Students had practiced the script in the first meeting. Drama technique itself cannot be separated from practice activity. In the drama group, they discussed each play they had and later performed it into a performance in front of the class. Almost all the students were involved in this activity. It could be seen in the interview transcript below.

P	: “Bagaimana tadi kegiatan speakingnya?”
S	: “Oh iya, drama.”
P	: “Dalam latihan tadi, kamu ikut membantu pronunciation atau sekedar asal baca?”
S	: “Ikut membantu Mbak.”
P	: “Kalau teman sekelompokmu yang lain ikut aktif membantu atau tidak?”
S	: “Ada yang aktif ada yang tidak.”
P	: “Ada kesulitan ngga, pas latihan tadi?”
S	: “Ada, susah mengekspresikan pas main tadi Mbak.”
P	: “Tapi bisakan?”
S	: “Bisa Mbak. Kan barengan.”
P	: “Kamu paham ngga sama isi cerita yang kamu dapat?”
S	: “Paham, kan udah tau ceritanya sama buka kamus hehehe.”
P	: “Wah, berarti belajar serius ya tadi?”
S	: “Lumayan mbak.”

Appendix 2, Interview10, Page 119

In the second meeting, students were also instructed to have practice in group. In this practice, they had to discuss the player, the expression, and the

pronunciation. Then, their group had to perform the story. They paid attention to other's performance. During this activity, interaction between the students and students occurred.

The drama technique could help to learn new vocabulary and expressions in their proper environment, helped in proper pronunciation and intonation in English, built confidence in the learner's ability to speak English, built a better understanding of culture. The English teacher also stated that drama technique was effective to improve the students' confidence. She said that this activity supported the interaction among students when they were discussing and exchanging information with the other members. It could be seen in the interview transcripts below.

- R : *"Menurut Ibu, apakah tehnik drama pada cycle ini efektif?"*
(Was the drama technique in this cycle effective, Madam?)
- ET : *"Tentu saja. Anak-anak tampak aktif ketika melaksanakannya. Sepertinya mereka sudah paham benar dengan tugasnya. Jadi masing-masing kelompok bisa menyelesaikannya tepat waktu."*
(Yes, It was. It seemed that the students joined the activity actively. I think they really understand the task. So that each group could finish on time.)
- R : *"Bagaimana dengan interaksi siswa selama pelajaran tadi, Bu?"*
(What is your opinion about the students' interaction during the learning process, Madam?)
- E : *"Menurut saya mereka paling tidak sudah lebih interaktif ketika mengikuti proses pembelajaran. Mereka juga berpartisipasi dengan baik."*
(I think at least they were more interactive when they joined the lesson. They also were participated well.)

d. Asking the students to perform a dialogue in groups

In the second meeting, the teacher asked the students to perform their scripts which had been discussed in the groups before. The students performed their play in front of the class. Each group had 10 minutes to perform it. The teacher graded the students' performances by using speaking assessment rubric such as fluency, accuracy, pronunciation.

e. Giving feedback on students' pronunciation

The teacher gave feedback on students' pronunciation mistakes at the end of each group performance. The teacher noted the student's mistakes and told the mistakes to the students. Thus, other students did not make the same mistake. The students also got peer-correction on their pronunciation. Since the performance was conducted in small groups, the students helped each other in correcting the pronunciation if their friend made mistakes.

Having implemented the actions in the first cycle, the researcher and the English teacher have a discussion to make a reflection based on the observations during the implementation of the actions and the interviews with the teacher and students after the action implementation. The reflection was used to plan the actions that would be implemented in the next cycle.

There were some responses toward the implementation of drama technique in the first cycle. First, the drama technique is fun. It was because drama technique made the students more enthusiastic and gave higher motivation to the students in the English class. In reference to Harmer (2001) who claims that using the technique like a game, as a part of a short game-like communicative activity can

be greatly motivating for the students. The teacher's opinion can be seen in the interview transcript below.

Menurut Saya ya Mbak, ini adalah suatu tehnik yang baik untuk pembelajaran speaking. Siswa bisa belajar dengan baik dengan menggunakan drama tehnik dan grup latihan membantu memotivasi siswa dikelas. (I think it was a good technique for learning speaking. Students can learn well by using the drama technique and the group practice help them to have higher motivation).

Appendix 2, Interview 24, Page 129

In line with the teacher's opinion from the interview transcript above, the students' motivation also increased in learning speaking. This is because by using drama technique, the students had responsibility for teaching a part of the overall lesson to accomplish the task. Each student also needed to share and exchange the information to others. The students' opinion can be seen in the interview transcript below:

Menurut Saya, kegiatan tadi bagus, Miss. Saya jadi termotivasi belajar speaking. Saya kan harus performancedengan bagus supaya teman-teman grup ngerti, jadi nanti kita bisa menyelesaikan tugas. (I think it was good activity, Miss. I feel motivated to learn speaking. I need to perform my material well, so that my friends in group can understand. So, we can accomplish the task).

Appendix 2, Interview16 , Page 124

Kegiatan tadi bagus kok, Mbak. Saya suka. Saya ingin grup saya bisa nyelesin tugas dengan baik. Jadi ya, Saya belajar speaking-nya serius. Supaya teman-teman lain bisa mudheng yang saya pentaskan. (The activity was good, Miss. I like it. I wanted my group to do the task well. So, I learn speaking seriously. Therefore, my friends could understand what I performed).

Appendix 2, Interview 21 , Page 127

P : *"Kalau kegiatan selanjutnya drama lagi gimana? Ada kesulitan gak?"*
(What if we have drama again in the next meeting? Is there any difficulty?)

S : *"Ngga Mbak. Aku malah seneng Mbak, kalau pakai drama lagi. Aku jadi termotivasi gitu Mbak pas speaking, pas performancelagi. Biar teman-teman sekelompokku mudheng semua, sekalian aku latihan speaking juga Mbak. Kan aku jadi tahu ngomongnya caranya gimana."*

(No. I feel excited indeed using Drama again. I feel motivated when

speaking and performing the material. Thus, my friends can understand. Also I can practice my speaking. So I will know how to pronounce it correctly)

Appendix 2, Interview 11 , Page 120

Moreover, the drama is an interesting technique. It created more interesting and enjoyable atmosphere in the class. This technique also reduced students' reluctance and anxiety to participate in the classroom activities and helped create an active learner-centered atmosphere. The students had no difficulty in learning English and enjoyed participating in the lesson by using this technique. Since the drama technique is interesting for them in learning English. The students did not have any difficulties anymore in learning English process. These can be seen in the interview transcripts below.

Ngga, aku ngga punya kesulitan dalam peajaran Bahasa Inggris kalau belajar menggunakan drama seperti tadi. Soalnya, menurut saya menarik dan saya jadi punya motivasi buat belajar. (No, I had no difficulty in learning English if using drama because it was interesting and it was motivating me to learn).

Appendix 2, Interview 17, Page 124

Ngga susah kok, aku ngga ada kesulitan sih Mbak. Soalnya banyak teman-teman, dan kita bisa saling tanya kalau bingung. Jadinya seru Mbak belajarnya tadi. Aku suka belajar kayak gini. (No, I do not have any difficulty in learning English by using drama. Because there are many friends and we can ask each other if we are confused. It makes the learning process interesting. I like it).

Appendix 2, Interview 15 , Page 123

Aku suka Mbak., nyenengin soalnya. Kegiatan tadi seru. Saya suka sekali dan ngga ngebosenin pas belajar Bahasa Inggris. (I like it, Miss; because it was fun. This activity was exciting. I really like it and it was not boring).

Appendix 2, Interview 20 , Page 126

Second, the drama helped the students increase their self-confidence. It is because by using drama, this activity increased the students' opportunity to talk with another person. This technique allowed the students to practice their speaking through group performance. They often felt nervous when they had to

perform any tasks in front of the class; they felt uneasy knowing that any aspects of their performance were assessed by the teacher. It was different when they worked together in groups. They could perform freer, and because they were involved in practice with groups, it made them less worried and obtained more self confidence. These can be seen in the interview transcripts below

Saya tadi PD kok Miss pas pentas. Kan sudah latihan sebelumnya sama teman-teman di grup. Lagian, pentasnya di grup, jadi Saya ngga malu atau takut. (I felt confident when doing the performance. I had discussed the material before with my friends in my group. Beside, the performance was conducted in group; so that I did not feel shy or afraid).

Appendix 2, Interview 21 , Page 126

P : “Terus waktu performance gimana? Bisa?”

(So, how is the performance? Can you do it?)

S : “Bisa mbak. Pertamanya agak nggak PD mbak. Tapi teman-teman yang lain juga pada performance. Jadi enak aja kesannya, nggak nderedeg lagi. Jadi PD. Malah seneng mbak, jadi kaya latihan tapi pakai bahasa Inggris semua.”

(Yes, I can. I was a little bit unconfident at the beginning. But, my friends did the performance too. So, it ran well, I did not feel nervous anymore and became confident. It was fun; it was more like having a practice but using English.)

Appendix 2, Interview 19 , Page 126

Moreover, the students’ self-confidence increased due to each student’s contribution in finishing the task. By using drama technique every student could give their contribution. It was in line with Dornyei in Thanasoulas (2002) statement that one of five approaches to maintain and increase the students’ self-confidence is teachers encourage their students’ contribution to their tasks that will make them interested. It made the students feel confident to speak in English. Besides, this technique is like a practice, it was easy for them to perform their materials. These can be seen in the interview transcripts below.

Aku PD Miss, pas pentas. Aku kan harus bikin teman-teman mengerti sama peran punyaku too. Kalau aku ngga PD, nanti adeganku jadi ngga benar isinya. Terus juga, gampang Miss. Karena, sudah latihan di grup. (I felt confident when doing the performance. I must make my friend understand my character. If I did not feel confident, I am afraid of my action would be incorrect. Moreover, it was easy. Because, it had been discussed in my group)

Appendix 2, Interview 13 , Page 121

Iya mbak, nyenengke belajarnya, banyak belajar cara baca sama teman-teman. Aku suka, jadi PD juga pas ngomong bahasa Inggris. Udah gitu, aku jadi nambah kosakata, ngerti cara mbacanya juga. Jadi ngga bingung mau ngomong apa pake bahasa Inggris (Yes, Miss, it was fun, I had a lot of pronounce with my friends. I like it, So I felt confident to speak in English. Moreover, I have more vocabularies and also I know its pronunciation. Thus, I am not confuse to speak English)

Appendix 2, Interview 10 , Page 119

Ya saya suka sekali. Ini mudah karena saya sudah latihan sebelumnya (Yes, I like it very much. It was easy, because I already had a practice before).

Appendix 2, Interview 17 , Page 124

Menurut saya gampang belajar Bahasa Inggris dengan kegiatan tadi. Saya suka belajar Bahasa Inggris sekarang. (I thought it was easy to learn English by using this activity. I like learning English now).

Appendix 2, Interview 21 , Page 127

Menurutku, Bahasa Inggris cukup susah, Miss. Saya juga malas belajar Bahasa Inggris, mbingungi. Tapi kalau pakai kegiatan kayak tadi, Saya suka. Jadi lebih gampang belajarnya. Semoga saja, Bu guru pakai kegiatan tadi besok-besok. (I think English is a quite difficult subject, Miss. Beside, I was lazy to learn English. It was confusing.. But by using drama, I like it. It is easier for me in learning English. Hopefully, our teacher will also apply this activity in the future).

Appendix 2, Interview 22 , Page 127

Third, Drama technique also improved students' interaction. Since this technique relies on group practice, the students needed to interact in groups to accomplish the task given. They also helped each other when they found any difficulties in their performance. The following note describes one of the situations.

Setelah siswa yang memiliki teks yang sama berkumpul dalam grup, siswa mulai melakukan latihan mereka dengan serius membaca teksnya. Kemudian, mereka mulai terlihat aktif berlatih. Sebagian saling bertanya mengenai isi dari teks, sebagian lain mencari arti dari kosakata Bahasa Inggris dari kamus. Beberapa siswa bertanya kepada GBI mengenai arti dari kosakata Bahasa Inggris dan cara pelafalannya. (After some students who had the same text gathered in groups, they started to begin the practice. They read the text seriously. Then, some of them asked each other about the content of the text and some others find the meaning of English words from the dictionary. Some of them asked the teacher about the meaning of some English words and its pronunciation)

Appendix 1, Field Note 6, Page 105

Ketika salah satu siswa sedang melakukan pentas, terdapat beberapa mispronunciation. Anggota grup tersebut ikut membantu mengoreksi pelafalan siswa tersebut. (When a student performed, they made some mispronunciations. Other members of the group helped him to correct it.)

Appendix 1, Field Note 6, Page 106

P : “Waktu latihan ada kesulitan tidak?”

(Any difficulties in the practice?)

S : “Ngga mbak, bisa kok.”

(No Miss, I could do that)

P : “Wah, berarti semua ikut terlibat dalam latihan dong ya?”

(Well, it means everyone involved in the practice, right?)

S : “Ya mbak.”

(Yes, Miss)

Appendix 2, Interview 18, Page 125

Fourth, the drama technique helped the students promote their speaking skills. Since drama technique increased the students’ opportunity to talk with another person, the teacher could give feedback on the students’ performance. Giving the pronunciation feedback to the students after finishing speaking practices gave positive results. It could be seen from the students’ enthusiasm in learning speaking. They became more appropriate on how to pronounce English words. It is in line with the interview transcript below.

P	: “Menurut kamu tentang pemberian feedback untuk pronunciation abis performance gimana?” (“What do you think about giving pronunciation feedback after performance?”)
S1	: “Suka Miss, bisa memberikan motivasi kita dalam belajar soalnya sebelumnya jarang banget kaya gitu lho Miss kita jadi tahu bagaimana pengucapan kata-kata bahasa Inggris yang benar, pokoknya suka banget deh.” (I like it Miss, it can motivate us in learning speaking because it rarely given before. Therefore, we can understand how to pronounce the English words correctly. We really like it.)
P	: “Oh ya? Siapa tadi yang pengucapan kata-katanya masih banyak yang salah pas pelajaran tadi?” (Really? Who was still making many mispronunciations in the lesson?)
S2	: “Saya masih Miss, hehe tapi saya jadi tahu pengucapan yang benar tuh kayak gimana.” (Me, Miss, hehe. But it makes me know how to pronounce the words well)
S3	: “Saya Juga kok Miss, tapi jadi lebih banyak tahu lagi.” (Me too, Miss. But I know a lot more)
P	: “Seneng ga?” (Are you interest?)
S2	: “Seneng banget.” (Very much)
P	: “Kira-kira kamu jadi mempunyai semangat nggak dalam belajar Bahasa Inggris jika dikasih feedback kayak gitu?” (So, do you feel more motivated to learn English if you are given feedback?)
S1	: “Wah ya jelas dong Miss, lebih semangat lagi biar besok dapat pengetahuan lagi.” (Clear so much, Miss. I feel more motivated so that I can gain knowledge better)

Appendix 2, Interview 23, Page 127

Besides, the students found some easy ways to study English, which is in groups. In groups, they could understand English well, since they could discuss it with their group. They said that in groups, they could ask each other if they did not understand in the lesson. These can be seen in the interview transcripts below.

Iya Mbak. Kita saling kasih tau bacanya gimana, ada yang nyari artian katanya, terus bisa saling nerangin ke teman-teman lain. Aku jadi cepet paham, terus ngga ngantuk. (Yes Miss. We taught each other how to pronounce some words

and some others find the definition and explain them. I could easily understand, and I was not sleepy during the learning).

Appendix 2, Interview 15, Page 123

Ngga Mbak, ini ngga susah, soalnya aku belajarnya ini dalam grup latihan jadi kita mudah belajar Bahasa Inggris dan kegiatan tadi juga sangat menarik buat kita. (No, it is not difficult for me to learn because we learn in groups so it is easier for me to learn English, and it is also very interesting for us).

Appendix 2, Interview 12, Page 120

Aku jadi ngerasa lebih termotivasi Mbak, pas aku latihan kelompok dan performance pakai Bahasa Inggris. Terus juga, jadi lebih mudah waktu ngomong Bahasa Inggris karena guru juga membantu kita ketika kita tidak paham tentang pelajaran. Aku ngomong Bahasa Inggris-nya jadi ngga deg-degan lagi pas ngomong paka Inggris. (I have higher motivation Miss, when I had practice with my group and performed it in English. Beside, it was easier for me to speak English because the teacher helped me also when I did not understand. I am not nervous anymore in speaking English).

Appendix 2, Interview 17, Page 124

P : *“Terus kalau kamu sendiri speakingnya gimana?”*

(And how is your speaking skill?)

S : *“Jadi lebih bisa mbak. Tadinya aku banyak yang ngga ngerti cara bacanya gimana, sama ngga ngerti kata-katanya. Abis latihan sama teman-teman, jadi ngerti. Kan kalau performancenya benar, yang di drama group paham aku performance isinya apa”*

(It is better. At the beginnng, I did not understand how to pronounce words and the meaning of them. After I had the practice, I became understand. If I did the performance well, the members in my drama group would get what I have performed)

Appendix 2, Interview 19, Page 126

P : *“Kan kegiatan seperti tadi itu masih baru buat kalian, menurut kamu pengaruhnya positif atau negatif terhadap pelajaran speaking?”*

(The activity is a new thing for you, so what do you think of its impact? Is it positive or negative in your learning speaking?)

S : *“Emm, menurutku si positif. Kan belum pernah jadinya menarik. Biasanya kita Cuma pas dialog sama ditanya guru kalau speaking. Tapi tadi, kita bisa performance pakai bahasa Inggris. Jadi tau, salahnya dimana.”*

(Emm, I think it is positive. Since it is new for us, it is interesting. Usually, we learn speaking when having dialogue and being asked by the teacher. But in this activity, we can do performance using English. Thus, we know the mistake we have made).

Appendix 2, Interview 20, Page 126

Based on the responses above, the reflection of the implementation of the drama technique in this cycle can be seen as follows:

- a. The use of drama technique gave positive effect to the class activity. It can be said that the use of drama technique makes students motivated and enthusiastic them in the English class.
- b. This technique is very interesting for the students. The students had no difficulty in learning English and enjoyed participating by using this technique. It is because drama is interesting for them in learning English. The students did not have any difficulties anymore in learning English process.
- c. The drama is helping the students to increase their self-confidence. The students had more opportunities to practice their speaking. They performed individually in group to exchange and share their knowledge. This technique also reduced students' reluctance and anxiety to participate in the classroom activities and helped create an active learner-centered atmosphere. So, each student contributed in finishing the task.
- d. This technique is promoted students' interaction. Drama technique is used in groups.
- e. This technique also improves students' speaking skill. Giving pronunciation feedback after students' performance gives positive effect. They became understand to pronounce English words appropriately. Moreover, it is easier for the students to understand the material. By using drama technique, they feel that drama increase their enthusiasm to study hard. This technique is also used in groups. In groups, they can understand English faster and they could learn it

with their group. They said that in groups, they could ask each other if they did not understand the lesson

The first problem was related to the new knowledge of pronunciation. In the implementation of the actions, some students were still confused to perform their story. As a result, some of them did not want to get the first turn to do the performance. They pointed other students to do the first performance. Actually, they were interested in involving in the activities but they were not confident to express their action. It was because there were some students afraid to make some mistake of their performance. They were appointed by other members in their group to do the performance first. After doing a practice with the teacher to find the cause of this problem, the researcher concluded that it was because of the students never known the manner of to read English words. The second problem was the limited time. In the process of the implementation, the limited time produced some obstacles that did not support the efforts in improving students' learning of speaking. The researcher and the teacher concluded that the cause of this condition was the researcher's preparation was not maximum. As a result, some of the performance were not optimal. The researcher decided to give more times in the drama activity in order to minimize the appearance of the two problems above. This was conducted in Cycle 2 of the study.

The first Cycle had been conducted and it continued in Cycle 2. It was conducted on April 9th, 11th, and 13th, 2012. In reference to the reflection of the first cycle, the teacher and the researcher concluded that there were some aspects in the first cycle which must be improved. They were the knowledge of to

pronounce and the limited time. The right pronunciation made some students feel hard to say with their action and the limited time made some students were not optimal in conducting the activities. Those problems contributed to some obstacles for the research. In order to solve those problems the researcher and the teacher conducted Cycle 2. The processes of Cycle 2 are described below.

C. Report of Cycle 2

1. Planning of Cycle 2

In this cycle, the planning was designed to solve the problems that appeared in Cycle 1. For the first problem that was related to the knowledge of pronunciation, the researcher planned to help them more how to read the words. For the second problem, the limited time, the researcher planned to add the learning process.

1.1. Third Meeting

a. Reviewing the previous student's play through the LCD

The reasearche played the previous play. It could make students tried to be better in their play.

b. Implementing drama technique

The reflections of Cycle 1 showed that the students were interested to learn drama. There were some difficulties in doing the practices because there were many difficult words that need to be translated by the students, the words pronunciation, and the action words. However, generally, implementing the drama technique could improve the students' interest in the speaking class. Therefore in

Cycle 2, the drama technique was still used. In relation with the result of the reflections in Cycle 1, the students would be given a narrative drama script as tool to teach speaking in Cycle 2

GBI	: “ <i>Materinya tentang apa Mbak?</i> ” (What is the material, Miss?)
P	: “ <i>Di cycle 1 kan tentang drama Bu, nah di cycle 2 ini tentang masih tentang drama. Kira-kira anak-anak sudah paham apa belum ya Bu tentang pronunciation?</i> ” (In Cycle 1, it was drama, Madam. So, in Cycle 2 it still will be about drama. Do you think the students have already understood to pronounce?)
GBI	: “ <i>Kalau soal paham apa tidaknya sih itu tergantung masing-masing anak mbak, tapi kemarinkan Mbak Ery sudah ngasih materinya, jadi mbak nya tinggal melanjutkan saja. Tapi ya alangkah baiknya bila lebih membantu mereka, jadi mereka bisa lebih paham</i> ” (Whether they have already understood or not, it depends on the individual. You have given the material, so you just continue with that. But, it is better if you help them more, so that the students will get deeper understanding)

Appendix 2, Interview 25, Page 130

1.2. Fourth Meeting

c. Asking the students to have practices

The reflections of Cycle 1 showed that the practice promoted students' interaction. The students interacted with other students and the teacher. They were not reluctant to ask, to act, and to help each other how to pronounce certain words. In Cycle 2, drama technique was still used to improve students' speaking skill. The practice was still needed in accomplishing the task given. The students had the practice both in the small and the big group.

- GBI : *"Di cycle 2 ini, tehniknya masih pakai drama ya Mbak?"*
(In Cycle 2, it still uses drama Miss?)
- P : *"Iya Bu, masih. Gimana Bu?"*
(Yes Madam, it does. Is it ok?)
- GBI : *"Ngga apa-apa Mbak. Itu bagus malah. Seperti di pertemuan kemarin-kemarin itu, anak-anak banyak latihan kelompok. Jadi, mereka bisa aktif terus dikelas, ngga ngobrol sendiri-sendiri. Interaksi siswanya juga bagus, mereka bisa saling ngobrol dalam bahasa Inggris dan membantu satu sama lain."*
(It is ok, Miss. It is good. Just like in the last meetings, the students had a lot group practice. So, they can be active in the class, not just talking with friends. The students' interaction was also good, they could speak in English and help each other)
- P : *"Iya Bu, karena pakai drama, pasti ada latihan kelompoknya Bu"*
(Yes, Maam. There will be practice if using drama)

Appendix 2, Interview 25, Page 130

1.3. Fifth Meeting

d. Asking the students to perform a drama in groups

Based on the reflection in Cycle 1, performing a drama could improve the students' self-confidence. In Cycle 2, the research members discussed an action to improve the results of the action in Cycle 1. The research member agreed to ask the students to perform a drama in group in front of the class without text. These actions aimed to solve the problem appeared in Cycle 1 by giving the students equal opportunity to practice their speaking and to perform their knowledge about the pronunciation.

- GBI : *"Terus kegiatan selanjutnya apa?"*
(So, what is the next activity?)
- P : *"Ya sama dengan yang kemarin Bu, setiap grup nantinya akan performance tentang cerita dalam bentuk drama tanpa text. Bedanya kalau yang kemarin grup kecil sekarang grup besar."*
(It will be the same as the previous one, Ma'am., every groups will perform their story in drama without their text. The difference is, the last meetings was small group, and now will be big group)

- GBI* : “*Oh begitu.....*”
(Oh, I see...)
- P* : “*Iya Bu, pokoknya semua kegiatannya sama dengan di Cycle 1 cuma di cycle 2 ini ceritanya berbeda.*”
(Yes Maam, basically the activities are the same as that in Cycle 1. The difference in cycle 2 will be only the story)
- GBI* : “*Ya sudah kalau begitu mba, semoga di cycle yang kedua ini akan lebih baik lagi hasilnya.*”
(Ok then. Hopefully in Cycle 2, the result will be better)

Appendix 2, Interview 25, Page 130

e. Giving feedback on students' pronunciation

Giving feedback on students' pronunciation in Cycle 2 was still same as the Cycle 1. The pronunciation feedback was given after the students finishing their performances. This action conducted again because it was regarded as the effective way in teaching speaking. The students could understand how to pronounce the English words appropriately.

- P* : “*Lalu tentang pemberian feedback pronunciation-nya bagaimana bu?*”
(How about the pronunciation feedback, Madam?)
- GBI* : “*Ya harus dipake lagi mbak, itu sangat membantu siswa biar bisa termotivasi belajarnya lagi. Mereka merasa senang dengan adanya feedback mbak karena Saya sendiri memang jarang sekali kasih feedback.*”
(You must conduct it again, Miss. It is really helpful for the students so that they can be more motivated in learning. They seemed interested by the feedback, because I rarely gave them before)

Appendix 2, Interview 25, Page 130

2. Actions and Observations of Cycle 2

Third Meeting

When the English teacher entered the class with the researcher and the collaborator, most students were busy doing their homework. Meanwhile, some students were still eating and drinking. Being aware of the English teacher's

presence; they stopped their activity. Some of students greeted the researcher kindly. *"Hello Miss Ery! Asyik Miss Ery lagi."* The researcher smiled and replied *"Hello guys"*. Then the teacher and collaborator took a seat immediately in the back row to be observers and wrote the teaching learning process.

Next the reasearcher greeted the students *"Hello, good morning class. How are you today?"* The students replied *"Hello Miss, good morning. I'm fine thank you. And you?"* The reasearcher said, *"I'm very well. Thank you."* Then she asked *"Anyway, I don't see Ima here, where is she?"* Some students responded *"Absent miss."* She asked again *"Does anybody know what happen with her?"* Some students shook their head and said, *"I don't know Miss."* Meanwhile, some other said *"Kayaknya tadi di surat ijinnya sakit gitu Miss."* She responded, *"Oh, I'm sorry to hear that. Let's hope she will get well soon."* They said *"Amin."*

Next, the reasercher asked, *"Do you still remember about pervious meeting?"* Some students answered *"Yes, Miss."* She continoud *"Do you remember the sories about?"* Then they replied, *"Yes Miss remember"*

After giving warming up activities, she told that they would play drama again but before that point the researcher played the video that she took fom their performance in previous meeting. *"Ok class, before we learn about drama again, I will show you your video about your performance in the previous meeting."* The students looked excited hearing they were going to watch their performance on video. They yelled *"Haiki. seru"* She replaid *"Are you ready to watch your action?"* They answered, *"Yes Miss. We are ready"*

Then she played the video using LCD and they watched their play. Some students laughed because they felt shy but happy to see their acted on video. Beside, she asked the students some pronunciation, which one of them said. What is the pronunciation of princess? Some of them answered /prin'ses/ Miss.” Then she responded, “*Yes, you are right, but she pronounce it /princes/.*” The player of that drama said “*Oh ho’oh nding, I’m forget miss.*” Then she said, “*It’s OK. But remember that word how to pronounce*” “*OK miss!*” the student said.

In running the lesson, she used English as often as possible including the presenting and explaining the materials, giving instructing, asking question and so forth. Sometimes if they could not catch clearly what she said to them, they asked her to repeat. Next, the researcher made 2 big groups. It differs from cycle 1. She made it different because the members of the drama need more players. “Well, today I am going to devide the class in to 2 big groups. But we are still going to play drama again.” Some of them yelled “*Asiiiiik play drama again. Marai ra ngantuk.*” Then she smiled and responded, “Mr.Ahimsa, can you repeat what you have said in English please?” Then he replaid “*Yes, play drama again. Make us not sleepy.*” She responded and gave tumbs up “*Ah good. OK everybody; please try to speak in English.*” Then they said, “*OK miss*”.

After she devided them into two big groups, she asked them reading aloud their script. Every group consisted of 9-10 students. She gave texts entitled “*Thumbelina and The Ugly Duckling*” which had been divided into practice the pronunciation in every sentence and choose the character in every group. Every member of the groups was instructed to learn the character. The teacher gave 40

minutes for them to learn the text. After that, the teacher asked the students tried to play in the first scene. In this scene, they were instructed to practice their character on how they would play the part they had. The students were serious in their practice. They need to open dictionary to check the pronounciations. Sometimes they need to wrote the transcript on their script because not always remember how to pronounce the words. *“Please read aloud your script, so I can hear and check your pronunciation. If you confuse with some words, you can ask me or my Miss Laras to help you,”* she said that.

They looked so serious and excited doing their practice. The researcher and collaborator in each group to help them. A students asked her “Miss, how to pronounce floated and swooped?” she answered *“You should pronounce them /fləʊtd/ and /swu:pd/.* The student reapeat the words and she said *“Yea, like that. Well done.”* Then the student said, *“Oh thanks Miss.”* Then she responded, *“It’s OK, don’t be shy to ask what you don’t understand.”*

Meanwhile, the researcher and the collaborator were busy helping them, the English teacher taking notes the activity. The class became a little bit noisy. Bell rang, it meant the English teaching learning process must be stopped. She tried to take their attention *“OK guys, because times up, we will learn this next meeting.”* Some students yelled, *“Yaaaah Miss, don’t stop!”* Then, she smiled and explained what will they do next meeting. *“Well, next meeting we will still learn about this drama. Don’t forget to bring your script, OK?”* They answered *“OK Miss.”* Then they closed the teaching learning process with Alhamdulillahirobil

alamin. Then she left the class and said, “*See you guys.*” They responded, “*See you Miss.*”

After the researcher, collaborator and English teacher left the class, they discussed about the activity in the class. She interviewed the English teacher and the English teacher gave her notes. The researcher also interviewed them in the break time. The observation that day had been done.

Fourth Meeting

When the English teacher entered the class with the researcher and the collaborator, most students had ready to study English. Meanwhile, some students were still eating and drinking. The researcher greeted kindly. “*Hello everybody!*” The students replied “*Hello Miss*”. Then the teacher and collaborator took a seat immediately in the back row to be observers and wrote the teaching learning process.

Next the researcher greeted the students “*Good morning class. How are you today?*” The students replied, “*Good morning Miss. I’m fine, thank you. And you?*” The researcher said, “*I’m so fine. Thank you.*” Then she asked, “*Anyway, I don’t see Ima here anymore, is she still sick?*” Some students answered, “*Yes Miss*” She responded, “*Oh, I’m sorry to hear that. Let’s hope she will get well soon.*” They said, “*Amin.*”

Next, the researcher instructed them back to their own group. She asked them to learn the drama script in the previous meeting. A student raised her hand and asked, “*Miss, today we will perform this drama or not?*” Then she answered,

"Yes we will. However, have you finished your practice? And have you ready?"

The student said, *"Yes but No, Miss."* Then she gave them 20 minutes to learn more. Therefore, they learned it. The time is running. She and collaborator help them again in their drama.

After the time she gave was up, she asked them to perform their play. *"Alright, time's up. You should perform your play in front of the class."* Some of students yelled, *"Wait Miss, we are still nervous."* Finally, they performed their play in front of the class. They allowed reading the script. Each group had 10 minutes to play.

After the play finished, she gave praise and thumbs up. *"Well done guys. You do it well."* Moreover, she gave pronunciation feedback in the end of the session. There is 10 minutes left. She asked them to memorize the script and would play again in the next meeting without script and using some properties. *"Well, because times will be through, I'm going to tell you what we are going to do next meeting. You should memorize this drama, especially your own action. Don't forget to act like you are his or her figure. Moreover, if you want to make it more interesting, you are allowed to use some properties in your play. May be you as bird, and wear the property like bird. Do you get it? Do you understand?"* The students answered, *"Yes, Miss. Berarti kita besok hanya performance tok to Miss?"* She responded, *"Yes, you are right. But you are not allowed reading the script."* The yelled, *"OK lah Miss."*

In the end of that meeting, the researcher and the students close the study with *"Alhamdulillahirobbil alamin."* Then she said, *"Thank you. See you next*

meeting and prepare all you need.” Therefore, the researcher, collaborator and English teacher left the class and discussed about the activity. Then she interviewed the English teacher.

Fifth Meeting

When the researcher and the collaborator entered the without English teacher, most students were busy. Meanwhile, some students were still eating and doing something. Being aware of the English teacher’s presence, they stopped of their activities. Some of students greeted the researcher kindly. *“Hello Miss Ery,”* The researcher smiled and replied *“Hello”*. Then she and collaborator invite them to the hall.

In the hall the researcher greeted the students *“Hello, good morning class. How are you today?”* The students replied, *“Hello Miss, good morning. I’m fine thank you. And you?”* The researcher said, *“I’m fine too. Thank you.”* Then she asked, *“Is anybody absent today?”* They answered *“No.”* Then she said *“Good”* Then she asked Ima, *“How are you Ima? I hope you are well now”*. Ima replied *“Yes, Miss. I’m well.”* Then she continued, *“All the students are present here. I hope you are all feeling well today. Well, it’s time to start now. Are you ready?”* They answered at once *“Wait Miss. My properties have not ready yet.”* She responded, *“Alright, I give you 15 minutes to prepare all of your stuffs, then you should play with those.”* Moreover, they replied, *“OK, Miss.”*

Time was running. The students looked very busy to prepare all of their properties in their team. There were little problems on that, but they could fix it.

There was a student laughed out when she saw her friends in the other group used their properties. *“Hahaha your face is so funny.”* The classroom became a little bit noisy. Then the reasearcher choosed the one group that was ready to play their drama. *Thumbelina* team got the first player. While they were perfoming their play the researcher taking note the wrong pronounciation and the collaborator recording their play. Next is the *The Ugly Duckling*. The same activity that the researcher and collaborator did when the group performed.

After they finished their performance, the collaborator gave applause and reward for their job. *“You guys played it well.”* They felt happy for their job. She also gave pronounciation feedback that she has noted. There is a students said, *“Oh iyo nding, I’m forget.”* And the student replayed what she pronounced.”

The activity has done. The researcher ended the teaching learning process and closed the class. *“Well, we have finished our job. And this is our last meeting. Thank you for your performance. And we close this class with hamdalah.”* They praised together *“Alhamdulillah hirobbil alamin.”* She said good-bye for them and gave spirit to learn about English.

3. Reflections of Cycle 2

3.1. Third Meeting

- a. Reviewing the previous play through the LCD

The researcher showed the previous students’ play through the LCD.

b. Implementing drama technique

The actions were done in three meetings. In the first cycle, the limited time caused some students did not give their contribution to their groups. In this cycle, the researcher gave more times to the activities in order to solve those problems. The researcher also removed 4 groups into 2 big groups.

The first meeting was conducted on Tuesday, April 9th, 2013 from 07.10 a.m. to 08.30 a.m. After greeting and checking the students' attendance, the teacher gave the warm-up to the students about narrative text. Then, the teacher played a video of students' performance through LCD projector. The teacher corrected the students' pronunciation. After that, the teacher divided the class into two drama groups. Every group consisted of 9-10 students. She gave a text entitled "*Thumbelina and The Ugly Duckling*" which had been divided into practice the pronunciation in every sentence and choose the character in every group. Every member of the groups was instructed to learn the character. The teacher gave 40 minutes for them to learn the text. After that, the teacher asked the students tried to play in the first scene. In this scene, they were instructed to practice their character on how they would play the part they had. The students were serious in their practice. Some students opened their dictionary. The class became a little bit noisy. Because the students were already familiar with this activity, all students were involved in this learning activity actively. The following note describes the situation.

GBI lalu menginstruksikan siswa untuk berkumpul dalam setiap group untuk melatih aksinya. Mereka langsung berkumpul dan memulai latihan. Siswa terlihat aktif berlatih. Sebagian siswa terlihat sibuk mencari cara membaca dalam kamusnya. Suasana kelas menjadi ramai. (The teacher instructed the

students to gather in every group to discuss their own act. They immediately gathered and started the practice. They seemed actively take part in the practice. Some students were looking for pronunciation words from his/her dictionary. The class became noisy)

Appendix 1, Field Note 7, Page 106

Then, the teacher instructed the students to practice their character. In this drama group, students practice their characters and arranged each plot into a complete first scene. The teacher checked to every group. The performance ran well. All the students paid attention on their friends' turn. After their turn was done, the teacher corrected their pronunciation. Students practiced again with their teammates. Then, she instructed each group to move to the next scene. The students were very enthusiastic to play their characters. It can be seen from the students who raised their hands to try it first. At the end of the lesson, the teacher gave conclusion about the lesson, gave feedback about their pronunciation, and then closed the lesson. The following note describes the situation.

GBI memberikan waktu berlatih kepada seluruh drama group. Siswa terlihat familiar dengan kegiatan ini. Tanpa diinstruksikan kembali, siswa berlatih dengan anggota grupnya masing-masing. Seluruh siswa terlihat aktif dalam berlatih. Mereka saling membenarkan mengenai act tim nya. (The teacher gave time to practice to all drama groups. The students seemed familiar with this activity. Without being re-instructed, the students had the practice with their teammates. All the students were actively involved in the practice. They had peer-correction about the act of the teammate)

GBI kemudian meminta seluruh drama group untuk mempraktikkan hasil latihan. Siswa terlihat antusias untuk melakukan aksi terlebih dahulu. Hal ini dapat terlihat dari setiap anggota mengacungkan jari untuk mendapat giliran pertama untuk melakukan performance bersama kelompoknya. (The teacher asked all the drama groups to perform their practice. The students seemed enthusiastic to do the first performance. It can be seen from every member of group who raised their hand to get the first turn to do the performance with their group)

The second meeting was conducted on Thursday, April 11th, 2013 from 07.10 a.m. to 08.30 a.m. The lesson was started by greeting the students and checking the students' attendance. The teacher reviewed the narrative text in the previous meeting. Then, the teacher asked the students to gather in some drama groups as they did in the previous meeting. She gave 40 minutes for every student to learn his or her own pronunciation and the expression. The teacher also helped students' checked their pronuunciation.

During the practice, the class became a little bit noisy. Most of students looked interested in the practice with their teammates. Some of them opened the dictionary to find some difficult words. The teacher walked around the class to monitor the practice process. The following note describes the situation.

GBI berkeliling kelas untuk memonitor jalannya latihan. Beberapa siswa terlihat mondar-mandir untuk meminjam kamus dari teman di lain grup. Siswa terlihat serius dalam berlatih dan bertukar ide. (The teacher walked around the class to monitor the practice process. Some students borrowed dictionaries from their friend in other group. The students were serious in having practice and exchanging their ideas).

Appendix 1, Field Note 8, Page 108

Then, the teacher asked the students to practice their performance in their group. They performed the practice they had in their act to all members of their drama group. They were allowed to bring the script during the performance. At the end of the lesson, the teacher instructed to the students to memorize their own dialogue, pronunciation and expression, gave pronunciation feedback, and then closed the lesson.

The third meeting was conducted on Saturday, April 13th, 2013. In this meeting, the activities focused on practice and production. At the beginning of the lesson, the teacher started by greeting and checking the students' attendance. After that, the teacher reviewed the previous lesson. The teacher asked the students to gather in their groups as in the previous meeting. The teacher instructed all groups to have practice on how to pronounce the drama script using words they had learned. Most students were actively involved in the practice session. Some students asked the teacher about the correct pronunciation.

Then, the teacher asked the students to perform their play in front of the class without the text. The teacher checked to every drama group and assessed their performance. The teacher also encouraged other members to give attention about their friends' performance. In this cycle, the students were confident because they were familiar with this activity and the teacher motivated them. Other members listen to their friends' performance seriously. Even some of them noted for some pronunciations. The teacher also gave pronunciation feedback after student's performance. The following note describes one of the situations.

Setelah 15 menit, GBI kemudian menginstruksikan siswa untuk memperformacekan hasil latihan berupa memainkan drama di depan kelas tanpa naskah. Setiap grup mempunyai waktu maksimal 15 menit untuk melakukan performance. GBI mengamati dan menilai performance siswa. GBI juga memberikan feedback setelah performance siswa dilakukan. (After 15 minutes, she instructed them to perform the practice, play in front of the class without script. Every group had 15 minutes maximal. The teacher checked and assessed students' performance. She also gave pronunciation feedback after the performance)

Saat performance dilakukan, anggota grup drama yang lain terlihat memperhatikan dengan serius. Beberapa anggota grup mencatat kata-kata baru yang belum pernah mereka dengar dan menirukan pronounciation nya. (When the performance was conducted, grou members paid attention seriously on it.

Some members of the group wrote the new vocabularies that they never heard and try to imitate the pronunciation.

Appendix 1, Field Note 9, Page 108

After all students finished their performance, the teacher gave applause to drama groups related to the story given. The students were very glad. The class became very noisy. At the end of the lesson, the teacher gave pronunciation feedback and closed the lesson

3.2. Fourth Meeting

c. Asking the students to have a practice

In the big group, they had to discuss the expressions and pronunciations of their drama script they had and then to be performed in their own group. In the drama group, they discussed each scene they had into a complete story. Most of the students were involved in this activity. It could be seen in the interview transcript below.

P	: “ <i>Hayoo, tadi pas latihan aktif atau cuman ngikut?</i> ” (In the practice, did you active or just joined?)
S1	: “ <i>Aku ikutan active, Miss. Biar tugasnya cepet rampung.</i> ” (I Actived, Miss. So, the task could be finished quickly)
S2	: “ <i>Aku juga Mbak. Kan, ngga mungkin Mbak, kalau nggat aktif latihan, nanti karakterku jelek dong Mbak, hehe</i> ” (Me too. It was impossible if I did not active in it. Or my character would be bad, Miss. Hehe)
S3	: “ <i>Iya Mbak, aku juga ikutan aktif kok.</i> ” (Yes Miss. I also participated.)
P	: “ <i>Itu yang pas di grup kecil ya. Kalau pas di grup besar gimana? Ikut latihan ngga?</i> ” (That was what you did the small group, right? How about in the big group? Did you participate?)
S1	: “ <i>Ikut Mbak. Aku tadi yang nyari artian dan pronounciation kata dikamus, temen-temenku yang bikin plot nya.</i> ” (Yes, Miss. I find the meaning of some words and

S2	pronunciations from the dictionary, my friends arranged the plot) : <i>“Sama Mbak. Aku juga tadi yang nyari artiannya. Cuma, tadi aku ada yang ngga mudeng cara bacanya, jadi tadi aku nanya mbak Ery kan ya?”</i> (Yes, me too. I find the meaning. But, I did not understand how to pronounce them, so I asked you, right?)
P	: <i>“Iyah. Kalau ada yang ngga bisa, jangan malu nanya ya... Wah hebat, ngga ada yang nebeng nama aja dong ya”</i> (Right. If you have something you do not understand, do not be shy to ask it. Great. So you were not only following your friends)
S1, S2, S3	: <i>“Iya dong Mbak. Kan anak kelas XI Bahasa pinter-pinter..hehe”</i> (Sure. The students of XI Language are smart... hehe)
Appendix 2, Interview 27, Page 131	

In the fourth meeting, the students were also instructed to have a practice both in a big group. In this practice, they had to work cohesively in team. In the practice, the members gave their suggestions and ideas to complete every character. Some of them opened their dictionary and had a practice with their friends. During the practice, the class became a little bit noisy. Most of students looked interested. After that, they performed from practiced they had to the members of their drama group.

In the fourth meeting, the students gathered in the big groups to practice how to perform the text they had learned. Then, they performed their play in front of the class. They paid attention on others' performance to be compared with theirs. During this activity, interaction among the students occurred.

3.3. Fifth Meeting

d. Asking the students to perform a drama in group

Performance of narrative become drama had begun since the cycle 1. In the last meeting, each student tried to perform in their group as the result of their practice in students' drama group. Each student in drama groups had to understand different characters and the right pronunciation. Each drama group needed to arrange each scene performed into a complete drama show to accomplish the task given.

In the fifth meeting, the teacher asked the students to perform their story which had been practiced before. The students performed their play in front of the class. Each student had 15 minutes to perform it. After all students finished their performance, the teacher gave applause for they had done it well.

e. Giving feedback on students' pronunciation

The teacher gave feedback on students' pronunciation mistakes at the end of each group performance. The teacher noted the student's mistakes, so that other students did not make the same mistake. The students also help each other in correcting if their friend made some mispronunciation.

In accordance with the observations and interviews, the teacher and the researcher made some reflections about the implementation of the actions in Cycle 2. In this cycle, the activities of drama technique could be implemented successfully. The students enjoyed these activities. They participated in the activity more actively. Besides, the group practices and the performance ran better

than in the first cycle. This was because both the researcher and students had got experience from the previous cycle.

The implementation of the actions in Cycle 2 solved the problems of the limited time in Cycle 1. For the first problem, the researcher had prepared the implementation of the actions better. As a result, the times spent for the activities were used by the students. The students did not ask the researcher about the meaning of words all the time. They only asked the researcher for clarification, pronunciation of some words and difficult words. The students also gave good responses to the teacher's instructions. This can be seen from the exchanges below.

P : "Tadi waktu yang diberikan dari Miss gimana? Lebih jelas longgar dari pada yang dulu?"

(What about the time limit I gave to you? Is it longer than before?)

S : "Lebih longgar kok, Mbak."

(Yes, it was longer than before, Miss.)

P : "Berarti tadi lancar ya menguasai jalan ceritanya?nggak bingung lagi?"

(It means that you can finish the plot easily, can't you?)

S : "Iya, Mbak."

(Yes, I can, Miss.)

Appendix 2, Interview 34, Page 135

The responses above indicate that the strategies applied in Cycle 2 were effective to solve the problems. The instructions provided by the researcher were clear enough, so that the students could understand the plot well and follow the activities smoothly. It also helped them to increase their self-confidence during performance. In line with the students' response, the teacher also gave a positive response to the activities. She said that the activities in this cycle were conducted

more effectively than the first cycle. It can be seen in the interview transcripts below.

Saya pikir kekurangan-kekurangan tersebut sudah diatasi ya Mbak, di cycle 2 ini. Sudah bagus saya rasa. Anak-anak jadi makin pintar. Jadi mereka bisa saling mengoreksi. Kalau untuk instruksi, Mbak Ery juga persiapannya terlihat lebih matang. Jadi di cycle 2 ini, anak-anak dapat mementaskan lebih baik. Jadi saya rasa di cycle 2 ini sudah sangat bagus Mbak.

(I think the problems appeared have been resolved in Cycle 2, Miss. I think it is already good. Thus, they could correct each others. And for the instructions, I think you have better preparation. So, in Cycle 2, the students could perform better. So, I guess the implementation in Cycle 2 was very successful)

Appendix 2, Interview 37, Page 136

Beside the problems appeared in Cycle 1 have been resolved, there were some improvements in students' learning of speaking in the implementation of the actions in Cycle 2. First, the drama helped the students. It is because in the previous cycle, the implementation of drama technique affected the students to be active and to be motivated in the class. In Cycle 2, the drama helped the students to catch the meaning and to express it. These can be seen in the interview transcripts below.

Aku jadi bisa ngomong pakai Bahasa Inggris, sekarang aku bisa menyusun kalimat sendiri dan ngga bingung lagi. Terus pelafalannya juga aku dah bisa. Sama kalau narrative pakai tenses apa, simple past kan?

Now I am able to speak English, I can arrange the sentence myself and I am not confused anymore. And also the pronunciation. And, it is using simple past tense, right?

Appendix 2, Interview 28, Page 132

Suka Mbak. Soalnya aku sekarang jadi paham benar narrative teks kayak gimana. Udah gitu, aku juga senang jelasin ke teman-teman pakai bahasa Inggris. Aku sekarang jadi lebih bisa speakingnya. Ngga takut salah lagi.

I like it, Miss. Because now I really understand the narrative text. Beside, I am interested to explain to my friends using English. My speaking is better. I am not afraid of making mistake anymore.

Appendix 2, Interview 30, Page 133

Aku juga suka Mbak. Soalnya, ngga ngebosenin. Sekarang aku juga jadi lebih paham narrative teks. Aku juga bisa latihan speaking pas performance. Sekarang udah ngga bingung lagi mau ngomongnya pakai bahasa Inggris. Nyusun kata-katanya untuk speaking gitu.

I like it too, Miss. Because, it s not boring. Now, my understanding about narrative text is better. I also can practice my speaking when having performance. I am not confused anymore to speak English. Like arranging the words to speak..

Appendix 2, Interview 30, Page 133

Besides, they can work together in groups to express their act to understand the material. The big group learning is effective to improve the students' interaction in learning process. The teacher also assumed that the students were nervous in the English subject before because they were afraid to make some mistakes in speaking. But after using drama, the students were not nervous anymore. They were more confident in speaking. Also, they were more active in the class activities. The result in Cycle 2 is in line with Cycle 1. This technique also helped the teacher to find an alternative way in the teaching learning process. These can be seen in the interview transcripts below.

P : *"Kesanmu gimana belajar dengan kegiatan kayak tadi?"*
(What do you think about the learning activity today?)

S : *"Enak Mbak, nggak bosen. Semangat mbak. Jadi aku bisa latihan speaking."*

(Great, it is not boring. I feel enthusiastic. So, I can practice my speaking)

P : *"Oke, berarti kegiatan tadi cukup menarik ya dik?"*
(Ok, it means the activity was interesting enough, right?)

S : *"Iya mbak, nyenengke belajarnya, banyak ngomong sama teman-teman. Aku suka, jadi PD juga pas ngomong bahasa Inggris. Udah gitu, aku jadi nambah kosakata, ngerti cara mbacanya juga. Jadi ngga bingung mau ngomong apa pake bahasa Inggris."*

(Yes, Miss. It was fun; I could speak more with my friends. I like it, beside, I feel confident when speaking English. Moreover, my vocabulary is improved; also I know how to pronounce appropriately. So, I am not confused and shy anymore in speaking English).

Appendix 2, Interview 31, Page 133

P : *“Jujur ya, kegiatan drama tadi membantu kamu ngga dalam latihan speaking?”*

(To be honest, does the drama activity help you in practicing speaking?)

S : *“Ya, banyak yang aku ngga tau kosakatanya. Tapi makin lama aku makin bisa mbak. Jadi banyak ngerti. Terus kalau ada salah pronunciation itu, suka dibetulin sama teman-teman. Jadi paham yang benar gimana. Lagian kan aku juga banyak tanya sama Mbak. Jadinya yaa, aku sekarang ngga takut salah kalau speaking.”*

(Yes, there are many vocabularies I did not know before. But, my ability is getting better. I can understand a lot more. Beside, if I had mispronunciation, my friends corrected me. So I could know the correct ones. And also, I asked you a lot. So, I am not afraid anymore when speaking)

Appendix 2, Interview 32, Page 134

P : *“Terus kalau performance suka ngga?”*

(And, how about the performance activity? Do you like it?)

S : *“Suka mba. Dulukan jarang performance bahasa Inggris, sekarang bisa performance sekalian latihan sama teman-teman.”*

(I like it, Miss. I seldom did the performance in the past time, but now I can do it and do practice also)

P : *“Tadi PD ngga pas performance?”*

(Were you confident when doing the performance?)

S : *“PD dong mbak. Kan tadi di kelompok aku dah latihan sama teman-teman, isinya apa, cara mbacanya gimana. Jadi ngga takut salah lagi.”*

(Yes, I was. Because in the group, I already had a practice with my friends about the content, the pronunciation. So, I am not afraid of making mistake any more)

Appendix 2, Interview 28, Page 132

P : *“Pas performance tadi, masih deg-degan ngga kayak dulu?”*

(When doing the performance, did you still feel nervous?)

S : *“Udah ngga dong mbak. Tadi rasanya kaya cerita aja depan teman-teman. Tapi bedanya pakai bahasa Inggris.”*

(No, I did not. It felt like telling story in front of my friends in English)

P : *“Masih takut salah-salah ngga ngomongnya?”*

(Did you still feel afraid of making mistake?)

S : *“Udah ngga. Kan udah latihan sama latihan sebelumnya di kelompok. Lagian kalau salah, temenku juga ada yang ngasih tau yang benar kayak gimana.”*

(No. Because I had discussed and practiced it before in my group. And also, if I made mistake, my friends would tell me the correct ones)

Appendix 2, Interview 33, Page 134

S : “ Masih suka mbak. Menarik soalnya. Aku sih pengennya besok-besok ada lagi kegiatan kaya drama atau yang lainnya pas belajar bahasa Inggris. Soalnya ngga ngebosenin”
(I still like it, Miss. It is interesting. I hope there will be some activities like drama or some others when learning English in the next days. Because it is not boring)

P : “Bagus itu. Kamu jadi mau belajar terus kan?”

(That’s good. So, you will keep learning, will you?)

S : “Kalau kaya yang dulu sih, cuma dengerin penjelasan guru males mbak. Bosen eh., Tapi pake kegiatan yang tadi jadi semangat belajarnya”

(If it will be like in the past time, which was only listening to the teacher’s explanation, I will not be interested. It is boring. But if it will use the activity we just had, I will be enthusiastic in learning)

Appendix 2, Interview 26, Page 131

P : “Menurutmu gimana belajarnya pakai aktivitas kayak tadi? Ngerasa terbantu ngga?”

(What do you think about our activity today? Is it helpful for you?)

S : “Iya Mbak. Terbantu banget. Aku pahamnya jadi gampang. Aku bisa tanya temenku, terus dia nerangin. Kalau cara ngomongnya salah, temenku ngingetin. Serulah Mbak pokoknya ”

(Yes, very much. It is easier for me to understand the material. I could ask my friend, and he explained it for me. When I made some pronunciations, my friend corrected me. It is very interesting)

Appendix 2, Interview 34, Page 134

The teacher also commented that the implementation Cycle 2 had some improvements in students’ learning of speaking. The improvements were shown during the teaching and learning process. These can be seen in the following interview transcripts

Kalau tentang PD, iya Mbak, jelas terlihat. Anak-anak sepertinya lebih PD saat speaking. Karena dari kemarin memang anak-anak harus performance, jadi ya, di cycle 2 ini mereka kelihatan lebih PD. Ngga malu-malu lagi, atau takut kalau disuruh speaking ya. (In the matter of their self confidence, it can be seen clearly. They tend to feel more confident n speaking. Because, since last days, they had to do the performance. So, in Cycle 2 they seemed more confident. They were not shy or afraid to speak.)

Saya pikir, siswa terlihat jauh lebih aktif dengan belajar menggunakan tehnik drama ini, ya Mbak. Mereka juga banyak berinteraksi dengan teman-temannya. Banyak juga kan yang tadi tanya kosakata, pronunciation ke Saya sama mbak Ery. (I think, the students are more active by using drama tehnique in their learning, Miss. They also interacted a lot with their friends. There were many of them asked about the vocabulary, pronunciation to me and miss Ery)

Menurut saya, tehnik drama ini bagus Mbak, buat mengajar. Supaya siswa lebih aktif dikelas. Mereka bisa terlibat langsung dengan proses belajarnya itu sendiri. Tidak pasif, hanya diam saja kalau tidak ditunjuk saya. Sepertinya, untuk kedepannya, Saya akan pakai tehnik ini untuk mengajar dikelas. Lagipula, anak-anak juga sudah tidak asing lagi dengan kegiatan seperti ini. (I think drama technique is good for teaching. Thus, the students can be more active in the classroom. They also can be involved directly to the learnng process. Not just passive or sit still, except I point them. I guess, I will use ths technique when teaching in the future. Beside, the students are already familiar with this kind of activity)

Appendix 2, Interview 37, Page 136

Second, the drama is a motivating technique for the students to learn English.

The students could learn by using the drama technique and motivate them in the class. Moreover, drama technique is an interesting technique which the students could be easily engaged in the learning process. These can be seen in the interview transcripts below.

Kan kalau dulu Mbak, belajarnya ngebosenin. Kalau kaya kayak kemarin-kemarin, saya senang kalau pake drama itu. Jadi punya motivasi gitu Mbak pas belajar. Contohnya, waktu pas latihan, saya harus serius tukar pendapat sama teman. Saya nanti performancenya harus gimana sama yang lain-lainnya lah. (In the past, the learning was boring. But in the last days, I am interested by using drama. I have motivation in learning. For example, in the practice, I need to share ideas with my friends. How I would perform my material and so on).

Appendix 2, Interview 31, Page 135

Ya, aku masih suka kegiatan ini, menyenangkan soalnya. Saya jadi punya motivasi untuk latihan dan belajar speaking dengan serius (Yes, I still like it very much, it is fun. Now I have motivation to do the practice and learn speaking seriously).

Appendix 2, Interview 34, Page 135

Nggak, kitakan belajar bareng-bareng, jadi kita berlatih dengan grup, sehingga jadi menarik aja. (No, we study together so we discuss it in groups. It is interesting).

Appendix 2, Interview 35, Page 135

Menurutku sih masih mbak. Masih seru kok. Kalau ngerjainnya kelompok, jadi ngga bosen mbak. Udah gitu harus performance bareng. Jadi harus serius juga belajarnya. Jadi kayak main tapi serius mba. Asik pokoknya. (I think it is still fun, Miss. It is interesting. Beside, I need to perform together. So I need to be serious in learning. It is more like a game, but in serious way. It is great)

Appendix 2, Interview 35, Page 135

Menurut Saya, siswa terlihat jauh lebih aktif dengan belajar menggunakan tehnik drama ini, ya Mbak. Mereka juga banyak berinteraksi dengan teman-temannya. Banyak juga kan yang tadi tanya kosakata, pronunciation ke Saya sama mbak Ery. Mereka juga sepertinya lebih punya motivasi belajar. Anak-anak serius saat latihan, mau buka kamus, mau tanya-tanya kalau ada yang tidak dimengerti, ngga rame sendiri-sendiri. (I think, the students are more active by using drama technique in their learning, Miss. They also interacted a lot with their friends. There were any of them who asked about the vocabulary, pronunciation to me and miss Ery. They also seem have more motivation in learning. They were serious in the practice, they opened their dictionaries, they have a will to ask their friends if they had something they did not understand, they were not only chatting around)

Appendix 2, Interview 37, Page 136

Third, giving feedback on the students' pronunciation which is applied in drama technique gave a positive effect. It can be seen from the students' improvement in pronouncing the English words. They became more confident in practicing speaking performance in front of the class. It can be seen in the interview transcripts below

S	: “Emm.. Ini mbak pas abis performance, terus ada feedbacknya. Itu bagus, aku suka.” (Emm.. The feedback after the performance. That is good, I like it)
P	: “Emang gimana dengan feedbacknya? Apa ada pengaruhnya?” (What is with the feedback? Does it have any effect for you?)
S	: “Jelas dong Miss, selain saya jadi tahu gimana cara pengucapan kata-kata dalam bahasa Inggris yang bener, saya juga jadi lebih PD pada performance selanjutnya karena saya sudah tahu sebelumnya dari feedback itu sendiri”

(Definitely, Miss. Beside I know how to pronounce English words correctly, I also felt more confident when performed because I have known the correct ones from the feedback)

Appendix 2, Interview 31, Page 133

Untuk kemampuan speakingnya ya pasti ada peningkatannya, Mbak. Kalau dulu-dulu itu, mereka masih banyak sekali yang suka salah untuk pronounciationnya. Setelah di cycle 2 ini, tadi saya perhatikan saat mereka performance, jauh lebih baik speakingnya mereka. (About their speaking ability, yes, there is an improvement, Miss. In the past, they often made many mispronunciations. After the cycle 2, I noticed, in their performance, their speaking ability is far better)

Appendix 2, Interview 37, Page 136

P : *“Kalau menurut Ibu, pronounciation siswa sekarang gimana ya Bu setelah adanya pronounciation feedback?”*

(What do you think about the students’ pronounciation after the feedback pronounciation was applied?)

GBI : *“Menurut saya ya seperti tadi itu Mbak, bagus peningkatannya. Pengucapan kata-kata bahasa Inggris mereka jadi lebih baik. Ya, paling tidak mereka bisa mengucapkan kata-kata yang sering dipakai atau yang sering muncul gitu, dengan benar.”*

(Just like what I have said before, Miss. Their improvement is good. Their pronounciation is better. Well, at least, they can pronounce high frequency words appropriately)

Appendix 2, Interview 37, Page 136

The second test was also done in Cycle 2; the test was given after implementing the drama technique to know the students’ improvement in speaking skills. From the description above, the last action was considered successful because it gave something new for students which influenced the students’ motivation in the English learning especially in speaking. They became enthusiastic and confident in handling the activities. The researcher and English teacher thought that implementing drama technique, performing a play in group, asking students to have practice to accomplish the task, and giving the students’ pronounciation feedback made the students’ pronounciation and students’ self-

confidence improved higher than before. It can be seen from their enthusiasm in learning speaking and their improvement on their speaking assessment. Moreover,

The students' interaction was improved higher than before. The students were more active during the learning process. Based on the facts, the researcher and English teacher came to a conclusion that the action was successful in improving the students' speaking skill.

D. General Findings and Discussions

Based on the results of the questionnaire to the implementation and reflections of the actions in Cycle 1 and Cycle 2, the general findings of the research are as follows.

1. Drama technique is believed to be effective to improve the students' learning of speaking process through its cooperative and systematic structures of learning. In the process, students are engaged to involve and participate actively in the speaking learning through small group practice, and group performance. This technique also decreases their boredom during the learning process. Those ways of learning motivate students to speak easily. By applying this learning technique, students' speaking ability can be improved.
2. This technique of drama is helpful to build cooperative and independent learning in a speaking class because it has structures of learning which maximize students' involvement and cooperation in speaking both individually and in groups. So, students are motivated to join the speaking

activities actively. Moreover, this technique makes students to interact with others so that they can accomplish the task given.

3. Small group learning in the drama technique gives some benefits for both students and the teacher in the speaking activities. For students, small group learning is effective to improve their independence and group cooperation in learning speaking. Through practice and sharing ideas, students are assigned to think actively, seriously, and critically in speaking. Furthermore, the use of group learning minimizes the domination of higher achieving students. Through practice, students can help each other solve their problems. As a result, all of them have equal opportunities to participate in the speaking activities. Through performance in group, students get more individually talking opportunities. This technique allows the students to practice their speaking ability through individual performance. They also need to contribute their idea and information to their group. Thus, the students' self-confidence can be increased. Moreover, small group learning is also useful for the teacher to control the classroom and engage students' attention during the learning speaking.
4. The implementation of drama technique in learning speaking gives positive effects on improving students' speaking ability. The result of the pre-test and post- test shows that students' speaking scores improved. By comparing the result of the data of speaking score in the pre-test and post-test, it can be concluded that students' individual achievement by using drama technique

increases. It implies that the implementation of this technique is helpful to improve students' speaking achievement.

The changes of some aspects related to the implementation of drama technique in the speaking learning process through this study can be specified in Table 4.2 below.

No.	Preliminary Condition	Cycle 1	Cycle 2
1.	The students' motivation in learning of speaking was low.	The students' motivation in learning of speaking improved.	The students' motivation in learning of speaking improved higher.
2.	The students were not enthusiastic in the speaking learning process.	The students were enthusiastic in the speaking learning process.	The students were very active and enthusiastic in the learning speaking process.
3.	The students were unconfident in speaking practice.	Students' self-confidence in speaking practice improved.	Students' self-confidence in speaking practice improved higher.
4.	There was students' interaction during learning speaking	The students' interaction during learning process improved	The students' interaction during learning process improved higher
5.	Some students could not pronounce the English words appropriately.	Most of the students found it easy to pronounce the English words appropriately.	The students found it easier to pronounce the English words appropriately.
6.	The students' vocabularies were limited.	The students' vocabulary improved.	The students' vocabulary improved higher.
7.	The students did not speak fluently.	The students' fluency improved.	The students' fluency improved higher.
8.	The students' speaking ability was low	The students' speaking ability improved in every implementation.	The students' speaking ability improved higher

Table 4.2: The Results of the Research (the improvement of each cycle)

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

As stated in the previous chapter, this study is action research that focuses on improving students' learning of speaking ability at the second grade students of MAN Yogyakarta II in the academic year of 2012/2013. By applying drama technique, the study is carried out to reach the research findings. The conclusion, implications, and suggestions of the study are presented below.

A. Conclusions

This research was conducted at the eleventh grade students of Language Class of MAN Yogyakarta II. It started on 30th March, 2013 and ended on 13th April, 2012. The Drama technique was conducted to help students in learning speaking by maximizing the group work.

The implementation of the drama technique in the first and second cycle ran effectively. The students enjoyed learning in groups. They helped each other in solving problems during the learning process. Moreover, the structures of learning which gave the same opportunity and responsibility for all students motivated them to participate actively in the learning process. Thus, their involvement and interaction during the learning process were improved. Besides, the use of cooperative learning in drama activity also created more speaking opportunity for the students so that they could improve their pronunciation and self-confidence to speak in English. This technique also created enjoyable atmosphere which could decrease students' boredom in learning. As a result, the process of learning speaking in the classroom became more effective.

B. Implications

The research findings show that the implementation of drama technique in learning speaking can improve students' speaking ability and behaviour during learning process. This can be seen both from the students' daily performance and their speaking achievement. In this part, the researcher in this research explained the implications of the actions as follows:

1. The implementation of drama technique was effective to engage students' motivation to learn speaking systematically and seriously. The students were very interested in joining this activity because this technique created enjoyable atmosphere, and they were able to express their feeling and action freely. Moreover, this technique allowed the students to have the same responsibility. It implies that drama technique is necessary to be held often so that the students become better in English speaking practice especially in pronunciation.
2. The implementations of performing a dialogue in group after practice sessions were very effective. It was able to improve the students' self-confidence because they had more opportunity to practice their speaking among their groupmates. Besides, the small group work before the performance also helped them to improve their self-confidence. It implies that performing a drama is important to be held so that the students will have more opportunity to speak in English and will feel more confident in speaking practice.

3. The use of discussion in group work is successful to improve students' interaction and involvement during the learning of speaking. Since every student was expected to give equal contribution in accomplishing the task given, they helped each other in solving problems. It implies that having discussion session is necessary to be held so that the students will be more active in the teaching and learning process.
4. The use of pronunciation feedback is very effective to attract the students' attention. It also made the students know how to pronounce the English words correctly. It implies that it is essential to use some ways to support the teaching and learning process especially in speaking class.

C. Suggestions

In accordance with the above conclusions and implications, the researcher proposes the following suggestions.

1. For English teachers

In reference to the result of this action research, the drama technique is effective to improve students' learning of speaking through its cooperative and systematic learning structure. Therefore, the English teachers are suggested to apply drama technique in the English teaching and learning in order to improve the quality of English teaching and learning process.

2. For students

Drama is useful to improve students' learning of speaking. Then, the students are suggested to implement the principles of cooperative learning in their daily learning in order to achieve the better result of learning.

3. For other researchers

This research only focuses on implementing Drama technique in the speaking learning process. The objective of this study is to improve students' speaking ability in sub-skill pronunciation. This technique was effective to improve the students' learning of speaking. However, there were some obstacles encountered when doing this research, like need more times. The other researchers who will conduct similar research studies should prepare the planning of the research before conducting the research.

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FIELD NOTES

Field Note 1

Hari, tanggal : Selasa, 5 Maret 2013

Tempat : Ruang kelas XI BAHASA, MAN Yogyakarta II

P = Peneliti

GBI = Guru Bahasa Inggris

P datang bersama GBI ke kelas XI BAHASA. Sebelum kegiatan belajar mengajar dimulai, GBI memperkenalkan P dan menyampaikan maksud kedatangan P. GBI menyuruh P duduk di kursi belakang. P mengadakan observasi kelas untuk mengetahui proses pembelajaran Bahasa Inggris dengan rincian sebagai berikut:

1. GBI membuka pelajaran dengan mengucapkan salam dan mengecek presensi siswa dengan memanggil nama siswa satu persatu. Satu orang siswa tidak hadir karena sakit.
2. GBI lalu menanyakan beberapa pertanyaan mengenai materi yang sudah dipelajari pada pertemuan sebelumnya yaitu tentang *asking and giving opinion*. Hanya beberapa siswa masih mengingat dan sebagian besar siswa sudah lupa.
3. Kemudian, GBI mengulang materi dengan menyuruh siswa membuka LKS yang mereka bawa. Siswa membaca dan menyebutkan satu-persatu ekspresi yang digunakan dalam *asking and giving opinion* yang tertulis dalam LKS secara bersama-sama.
4. GBI lalu memberikan perintah "Buka halaman 19 dan perhatikan gambarnya. Percakapan dalam gambar itu coba dibaca." Siswa langsung memperhatikan gambar yang ada dalam LKS. Kemudian, GBI menunjuk beberapa siswa untuk mempraktekan percakapan tersebut. Beberapa siswa yang ditunjuk membacakan percakapan tersebut dengan malu-malu dan sungkan. Siswa yang membacakan percakapan tersebut melakukan beberapa *mispronunciation* dan siswa yang lain menertawakannya. GBI hanya diam tanpa mengoreksinya.
5. GBI lalu menanyakan beberapa pertanyaan dari LKS secara lisan, namun tidak ada siswa yang menjawab. Akhirnya, guru menunjuk salah satu siswa untuk menjawab pertanyaan yang diberikan.
6. GBI lalu memberikan penjelasan mengenai percakapan yang ada dalam gambar. Beberapa siswa tidak memperhatikan dan berbicara sendiri dengan temannya sehingga GBI menegur mereka. Sebagian lain bermain dengan telepon genggamnya dibawah meja.
7. GBI memberikan tugas bagi siswa untuk mengisi kalimat rumpang mengenai *asking and giving opinion*. Siswa mengerjakan tugas tersebut secara individual. Kemudian, GBI menunjuk beberapa siswa untuk maju ke depan

kelas dan menuliskan jawabannya di papan tulis. Selanjutnya, GBI mencocokkan jawaban dengan para siswa.

8. Siswa lalu diberi tugas menulis percakapan tentang *asking and giving opinion* dengan menggunakan Bahasa Inggris. Siswa berlatih secara berpasangan dengan teman sebangkunya selama ± 10 menit. Mereka mencoba merangkai kalimat dengan baik. Selama berlatih, beberapa siswa mondar-mandir untuk meminjam kamus dari temannya.
9. GBI mengontrol pekerjaan siswa. Kebanyakan siswa mempunyai kesulitan dalam membuat kalimat karena perbendaharaan kata kata mereka sangat sedikit.
10. Jam pelajaran Bahasa Inggris tersisa 10 menit, sebelum waktu habis P meminta waktu beberapa menit kepada GBI untuk membagikan angket pengetahuan awal dan pengalaman siswa dalam belajar bahasa Inggris.
11. GBI menugaskan siswa untuk melanjutkan tugas di rumah. GBI memberikan kesempatan siswa untuk bertanya, namun tidak ada yang bertanya. GBI menutup pelajaran dengan menyampaikan salam. Siswa berhamburan keluar kelas.

Field Note 2

Hari/ Tanggal : Sabtu, 9 Maret 2013

Tempat : Ruang kelas XI BAHASA, MAN Yogyakarta II

Pada observasi yang kedua, P dan GBI telah sepakat untuk mengambil data *pre-test speaking performance* siswa. Saat jam pelajaran telah dimulai, P masuk ke dalam kelas terlebih dahulu karena GBI datang agak terlambat. Siswa didalam kelas terlihat sibuk menyelesaikan PR mereka. Setelah menunggu beberapa menit, GBI masuk kedalam kelas. Berikut ini adalah uraian kegiatan belajar mengajar Bahasa Inggris pada observasi kedua.

1. Untuk mengawali pelajaran, GBI memberi salam dan mengecek daftar kehadiran siswa dengan memanggil nama siswa satu persatu. Semua siswa hadir dalam kelas.
2. GBI lalu menanyakan mengenai PR yang diberikan pada pertemuan sebelumnya. Seluruh siswa membuka buku tulis mereka masing-masing. Ada beberapa siswa yang terlihat khawatir karena belum menyelesaikan tugasnya. GBI lalu meminta beberapa siswa untuk membacakan dialog yang telah dikerjakan. Siswa yang ditunjuk ada yang menolak untuk membacakannya. GBI menegur siswa tersebut dan beralih ke siswa yang lain. Siswa yang ditunjuk membacakan dialog yang telah dibuat secara berpasangan dengan teman sebangkunya.
3. Setelah mencocokkan PR siswa, GBI menyuruh siswa membuka halaman selanjutnya pada LKS dan menyuruh siswa membaca teks *narrative* berjudul *Turtle and Anansi* dengan instruksi "Buka halaman 22 dan baca teksnya.

Dibaca dalam hati ya.” Siswa membaca teks tersebut dan sesekali membuka kamus. Beberapa siswa lain mondar-mandir untuk meminjam kamus.

4. GBI kemudian bertanya “Ada kata yang sulit tidak?” Namun tidak ada siswa yang menjawab.
5. GBI lalu memberikan penjelasan mengenai fungsi dan karakteristik teks *narrative* berdasarkan materi yang ada dalam LKS. Banyak siswa yang tidak memperhatikan sehingga kelas menjadi gaduh. Mereka mengobrol dan bercanda dengan temannya, bermain telepon genggam, dan ada yang membaca komik. Bahkan ada seorang siswa yang tertidur didalam kelas.
6. GBI menyuruh siswa untuk mengerjakan latihan soal dari LKS berupa pertanyaan. Sebagian siswa terlihat serius mengerjakan soal, sedangkan yang lain mencontek pekerjaan temannya. Lima belas menit kemudian, GBI mulai membahas soal yang diberikan. Beberapa siswa terlihat panik karena belum selesai mengerjakan tugas. GBI menanyakan jawaban dari soal pertama tersebut secara lisan. Namun, tidak ada siswa yang menjawab. Akhirnya GBI menunjuk beberapa siswa untuk menuliskan jawaban soal tersebut dipapan tulis dan mencocokkan jawaban dengan seluruh siswa.
7. Setelah semua soal dicocokkan, GBI memberikan kesempatan kepada siswa untuk bertanya. Namun, tidak ada siswa yang bertanya.
8. Kegiatan dilanjutkan dengan menyuruh siswa untuk menceritakan kembali teks *narrative*. Mereka diperbolehkan membawa catatan selama melakukan *performance*. GBI memberikan waktu kepada siswa selama 15 menit untuk mempersiapkan diri. Beberapa siswa terlihat fokus dalam menuliskan *re-tell* teks *narrative*, sedangkan sebagian besar lainnya melakukan kegiatan lain yang tidak berkaitan dengan pelajaran, seperti mengobrol, bercanda, bermain handphone, dll.
9. Setelah beberapa menit GBI bertanya “Sudah selesai?” Serentak siswa menjawab, “Belum”. Kemudian GBI memberi tambahan waktu. Sebagian besar siswa terlihat panik dan mereka mencontek temannya.
10. Kemudian, GBI menawarkan siswa untuk melakukan *performance* pertama didepan kelas. Namun, tidak ada siswa yang mau. Akhirnya, GBI menunjuk salah satu siswa. Siswa tersebut terlihat sangat gugup dan menolak. Namun, GBI memaksa dan siswa tersebut melakukan *speaking performance*. Siswa tersebut melakukan banyak kesalahan *pronunciation*. GBI hanya diam tanpa mengoreksinya.
11. GBI bersama P menilai 12 *speaking performance* siswa.
12. Bel berbunyi, jam pelajaran telah habis. GBI lalu menyuruh siswa berlatih melakukan *speaking performance* dirumah dan akan dilanjutkan di pertemuan selanjutnya
13. GBI menutup pelajaran dengan menyampaikan salam.

Field Note 3

Hari/ Tanggal : Sabtu, 16 Maret 2012

Tempat : Ruang kelas XI BAHASA, MAN Yogyakarta II

Pada observasi yang ketiga, P masuk ke dalam kelas bersama GBI. Siswa didalam kelas terlihat sibuk mengobrol dengan teman teman mereka. Mengetahui GBI datang, siswa kembali duduk tenang. Berikut ini adalah uraian kegiatan belajar mengajar Bahasa Inggris pada observasi ketiga.

1. Untuk mengawali pelajaran, GBI memberi salam dan mengecek daftar kehadiran siswa. Semua siswa hadir dalam kelas.
2. GBI menyuruh siswa untuk melakukan speaking performance didepan kelas. Situasi di kelas tampak penuh dengan kegugupan siswa. Mereka saling menunjuk karena tidak mau speaking performance. Akhirnya GBI menunjuk salah satu siswa untuk maju kedepan kelas dan melakukan *performance* teks *drama* dengan membaca dengan keras (*reading aloud*). Siswa yang telah ditunjuk maju dan melakukan *performance*. Suaranya terdengar sangat kecil dan hampir tidak terdengar. GBI meminta siswa tersebut untuk mengeraskan suaranya. Suara siswa tersebut terdengar, dan ada banyak kesalahan pelafalan. GBI langsung menegur siswa tersebut dan langsung mengoreksinya. Beberapa siswa yang lain menertawakannya. Hal-hal tersebut juga terjadi pada beberapa siswa lainnya.
3. Di hari observasi ketiga, P dan GBI mengamati *speaking performance* siswa. Tiap siswa melakukan performance dengan rata-rata durasi 10 menit.
4. Dengan waktu yang tersisa, GBI menyuruh siswa membuka LKS dan menyuruh siswa mengerjakan latihan soal dengan instruksi "Buka halaman 23 itu ya, lanjutannya. Dikerjakan yang benar." Sebagian siswa langsung mengerjakan tugas yang diberikan. Sebagian besar lainnya mengerjakan hal-hal yang tidak berkaitan dengan pelajaran. Suasana kelas menjadi gaduh. GBI menegur beberapa siswa untuk mengerjakan tugas yang diberikan dengan serius.
5. GBI lalu mulai membahas jawaban dari tugas yang diberikan. GBI menanyakan jawaban soal pertama secara lisan. Namun tidak ada siswa yang menjawab. Akhirnya, GBI menunjuk salah satu siswa untuk menjawabnya secara lisan. Karena suara siswa tersebut tidak terdengar, GBI menyuruh siswa tersebut untuk menuliskan jawabannya di papan tulis. GBI lalu menunjuk beberapa siswa lain untuk menuliskan jawaban soal yang lain dan mencocokkan jawaban dengan seluruh kelas.
6. Bel tanda istirahat berbunyi. GBI menutup pelajaran dengan menyampaikan salam.

Field Note 4

Hari/Tanggal : Selasa, 19 Maret 2013

Tempat : Ruang kelas XI BAHASA, MAN Yogyakarta II

P datang menemui GBI sebelum pelajaran dimulai untuk melatih RPP yang telah diberikan pada hari sebelumnya. Pada pertemuan pertama ini, P datang ke kelas terlebih dulu untuk mempersiapkan materi dan media. GBI datang beberapa menit setelah bel masuk berbunyi. Dalam implementasi action pada 2 cycle ini, P bertindak sebagai GBI dan GBI bertindak sebagai pengamat. Berikut ini adalah proses KBM untuk pertemuan pertama.

1. Untuk membuka pelajaran, GBI memberikan salam. Kemudian, GBI mengecek kehadiran siswa dengan menanyakan apakah ada siswa yang tidak hadir. Semua siswa hadir di dalam kelas.
2. Kemudian, GBI menanyakan “*Have you played drama in English?*” Beberapa siswa kemudian menjawab “Belum, Miss”. GBI melanjutkan, “*How about a Snow White? Pernah membaca teks tentang putri salju atau cinderella?*” Sebagian siswa menjawab, “Pernah, Miss. *I have, Miss.*”
3. GBI memutar contoh film drama berjudul *Cinderella*.
4. GBI kemudian melanjutkan kegiatan dengan membagi siswa kedalam 4 kelompok *drama* yang terdiri dari 5 siswa per kelompok. Beberapa siswa protes karena tidak berada satu kelompok dengan siswa yang disukainya. GBI membiarkan saja dan melanjutkan kegiatan.
5. Setelah pembagian kelompok, GBI membagikan 4 macam drama teks drama berbeda berjudul “*Cinderella, Jack and the Beanstalk, Little Red Riding Hood, and Goldilock and Three Bears*” ke setiap kelompok. GBI meminta tiap siswa untuk mempelajari naskahnya secara kelompok. Kemudian, GBI menjelaskan langkah- langkah kegiatan. Setelah siswa mengerti, GBI memberikan waktu 15 menit untuk mempelajari teksnya masing-masing.
6. GBI meminta siswa untuk memahami mengenai isi alurnya secara kelompok untuk diperankan di setiap grup. Beberapa siswa terlihat semangat dengan instruksi yang telah diberikan. Mereka meminta GBI untuk memperpanjang waktu.
7. Pada saat siswa mempelajari naskah drama, GBI berkeliling ke tiap *group* untuk memonitor jalannya latihan. Banyak siswa yang bertanya kepada GBI mengenai *pronunciation* dari beberapa kata. Siswa juga terlihat aktif membuka kamus dan mengerjakan secara bersama- sama.
8. Setelah waktu batas waktu habis, GBI menyuruh semua anggota kelompok untuk memperformacekan drama bersama kelompoknya. Siswa terlihat gugup dan tidak percaya diri tetapi GBI memberi motivasi kepada mereka. Beberapa anggota drama lainnya juga memotivasi temannya tersebut agar grup mereka dapat menyelesaikan tugasnya.
9. GBI berkeliling ke setiap drama group untuk memonitor jalannya tiap permainan peran. GBI juga memberikan *feedback pronunciation* kepada siswa setelah siswa tersebut menyelesaikan peran tokoh dalam drama.

10. Setelah itu, GBI mengajak siswa menyimpulkan materi yang dipelajari dari kegiatan tersebut dengan bertanya “*What did you learn from this activity?*” Beberapa siswa menjawab “*bermain drama miss dan bagaimana berbicara dalam Bahasa Inggris.*” Kemudian GBI menanyakan kesulitan siswa. Siswa menjawab serempak, “*It’s clear, Miss!*”
11. Bel berbunyi tanda waktu pelajaran sudah habis. Banyak dari mereka belum menyelesaikan permainan peran(drama) dengan benar. GBI memberikan tugas untuk mempelajarinya di rumah. GBI lalu menutup pelajaran.

Field Note 5

Hari/Tanggal : Sabtu, 23 Maret 2013

Tempat : Ruang kelas XI BAHASA, MAN Yogyakarta II

Sebelum masuk ke kelas, P menemui GBI untuk membahas RPP. Kemudian, P dan GBI masuk ke dalam kelas. Berikut ini adalah proses belajar mengajar pada pertemuan kedua di Cycle 1. Didalam kelas selama KBM, P bertindak sebagai GBI.

1. GBI membuka pelajaran dengan memberikan salam dan mengecek presensi siswa dengan menanyakan siswa yg absen kepada siswa lainnya. Semua siswa hadir.
2. GBI kemudian bertanya kepada siswa tentang kesulitan siswa dalam melafalkan kata. Banyak siswa yang masih kesulitan mengenai cara membaca kata dan kalimat. GBI menjelaskan kembali mengenai *cara membaca* dan *intonasi*.
3. Karena ada banyak pertanyaan lagi, GBI meminta siswa memperhatikan penjelasan cara membaca dengan menggunakan transkrip di dalam kamus. Kemudian, GBI memutar video bagaimana mereka membaca dan berbicara dalam kelompok drama di pertemuan sebelumnya. Masing siswa dapat mengoreksi bagaimana kesalahan yang mereka lakukan pada pengucapan kata di dalam latihan berbicara.
4. Selanjutnya, GBI meminta tiap kelompok untuk mempelajari kembali naskah drama dari pertemuan sebelumnya masing-masing selama 15 menit. Teks tersebut adalah “*Cinderella, Jack and the Beanstalk, Little Red Riding Hood, and Goldilock and Three*”. GBI meminta siswa untuk mementaskannya di depan kelas dan diperbolehkan membawa teks drama.
5. GBI bersama collaborator menghandle ke setiap kelompok untuk membantu siswa mempersiapkan performance mereka.
6. Kemudian GBI dan collaborator meminta mereka untuk berlatih lagi sebelum performance di depan kelas.
7. Performance akan dipilih ke setiap kelompok yang memang sudah siap. Performance berjalan cukup lancar.

8. Setelah siswa melakukan performance, GBI memberikan feedback pronunciation kepada siswa yang melakukan mispronunciation. Siswa terlihat antusias dan mengikuti GBI dalam melafalkan kata-kata tersebut. Hal ini juga dilakukan dalam grup lainnya.
9. Setelah seluruh siswa selesai melakukan presentasinya, GBI memberikan feedback performance pada kata-kata yang sering terdapat mispronunciation. Kemudian, GBI menyimpulkan materi yang telah dipelajari dan menutup pelajaran.

Field Note 6

Hari/Tanggal : Selasa, 2 April 2013

Tempat : Ruang kelas XI BAHASA, MAN Yogyakarta II

P datang menemui GBI sebelum pelajaran dimulai untuk melatih RPP yang telah diberikan pada hari sebelumnya. Pada pertemuan ketiga ini, P datang ke kelas terlebih dulu untuk mempersiapkan materi dan media. GBI datang bersama P setelah bel masuk berbunyi. Berikut ini adalah proses KBM untuk pertemuan ketiga. Didalam kelas selama KBM, P bertindak sebagai GBI.

1. GBI membuka pelajaran dengan memberikan salam dan mengecek presensi siswa dengan menanyakan siswa yg absen kepada siswa lainnya. Semua siswa hadir di dalam kelas.
2. GBI mereview materi pada pertemuan sebelumnya dan sebagian besar siswa masih mengingatnya. GBI meminta siswa untuk mengeluarkan naskah drama yang telah diberikan pada pertemuan sebelumnya. Seorang siswa tidak membawanya, GBI memberikan teks gantinya.
3. Kemudian, GBI meminta siswa untuk berkumpul pada masing-masing grup seperti pada pertemuan sebelumnya.
4. Setelah siswa yang memiliki teks yang sama berkumpul dalam grup, siswa mulai melakukan latihan. Mereka dengan serius membaca teksnya. Kemudian, mereka mulai terlihat aktif berlatih. Sebagian saling bertanya mengenai isi dari teks, sebagian lain mencari arti dari kosakata Bahasa Inggris dari kamus. Beberapa siswa bertanya kepada GBI mengenai arti dari kosakata Bahasa Inggris dan cara pelafalannya.
5. GBI berkeliling kelas dan memonitor jalannya latihan. Sebagian besar siswa terlihat aktif berlatih dengan anggota grupnya untuk menyusun kalimat. Beberapa siswa terlihat bingung dalam menyusun kata-kata untuk menceritakan kembali naskah drama-nya. Mereka menanyakan hal ini kepada GBI. Mereka juga bertanya kepada GBI mengenai pilihan kata yang sesuai dan pelafalan kata yang benar. Suasana kelas menjadi sedikit ramai. Beberapa siswa terlihat mengobrol dan GBI menegurnya.
6. Setelah 15 menit, GBI menginstruksikan siswa untuk kembali kedalam grup drama masing-masing untuk melakukan performance. GBI juga melakukan penilaian pada setiap performance siswa secara bergantian.

7. GBI berkeliling ke setiap drama grup dan menilai penampilan siswa. Kebanyakan siswa mampu melakukan presentasi dengan baik. Anggota grup drama memperhatikan presentasi temannya dengan serius dan mencatat beberapa poin. GBI mendorong anggota lain dalam grup untuk bertanya mengenai pronunciation yang diucapkan temannya.
8. Ketika salah satu siswa sedang melakukan presentasi, terdapat beberapa mispronunciation. Anggota grup tersebut ikut membantu mengoreksi pelafalan siswa tersebut.
9. Setelah siswa selesai melakukan performance, GBI memberikan feedback pronunciation kepada siswa tersebut. GBI juga mendorong anggota lain dalam grup untuk bertanya mengenai teks yang telah dipresentasikan secara singkat. Secara keseluruhan, kegiatan presentasi siswa berjalan dengan cukup lancar.

Field Note 7

Hari/Tanggal : Sabtu, 6 April 2012

Tempat : Ruang kelas XI BAHASA, MAN Yogyakarta II

P datang menemui GBI sebelum pelajaran dimulai untuk melatih RPP yang telah diberikan pada hari sebelumnya. GBI datang setelah bel masuk berbunyi. Berikut ini adalah proses KBM untuk pertemuan keempat. Didalam proses KBM, P bertindak sebagai GBI

1. Untuk membuka pelajaran, GBI memberikan salam dan menyuruh ketua kelas memimpin doa. Kemudian, GBI mengecek kehadiran siswa dengan menanyakan siswa yang absen pada siswa lainnya. Semua siswa hadir di dalam kelas.
2. GBI mereview materi pada pertemuan sebelumnya dan sebagian besar siswa masih mengingatnya.
3. Kemudian, GBI menanyakan “*Have you played drama?*” Seorang siswa kemudian menjawab “*Sudah, Miss*”. Siswa yang lain juga menjawab, “*kemaren Miss.*” GBI melanjutkan, “*Yes, you’re right!*”
4. Kemudian, GBI memberikan video mengenai performance siswa melalui layar LCD. Siswa terlihat sangat senang dan meminta GBI untuk memutarinya lagi. Kemudian, GBI membagi siswa menjadi 2 kelompok drama group..
5. GBI kemudian membagikan naskah drama berjudul “*Thumbelina* dan *The Ugly Duckling*” yang telah dibagi menjadi 2 kelompok. Setiap siswa dalam drama grup mendapatkan peran yang berbeda. GBI menjelaskan langkah-langkah kegiatannya. Lalu, mereka kemudian diberikan waktu 5 menit untuk membaca naskah secara individu. Siswa terlihat serius dalam membaca naskahnya masing-masing.
6. Setelah itu, GBI meminta siswa berkumpul dalam kelompok. GBI meminta siswa untuk memahami mengenai isi ceritanya masing-masing untuk

dipresentasikan dalam *drama group*. Siswa terlihat sudah tidak asing dengan kegiatan semacam ini. Mereka langsung berkumpul ke grupnya masing-masing.

7. Mereka langsung berkumpul dan memulai mempelajarinya. Siswa terlihat aktif mempelajarinya. Sebagian siswa terlihat sibuk mencari cara membaca dan arti kata dalam kamusnya. Suasana kelas menjadi ramai.
8. Pada saat latihan, GBI dan kolaborator mendampingi ke tiap *group* untuk berlatih. Banyak siswa yang bertanya kepada GBI mengenai *pronunciation* dari beberapa kata. Siswa juga terlihat aktif membuka kamus. Setelah waktu latihan telah habis, GBI meminta siswa untuk kembali ke grup dramanya masing-masing. Siswa diminta untuk melakukan presentasi dari scene yang telah dilatihkan sebelumnya kepada anggota drama yang lain. Presentasi siswa berjalan lancar. Siswa tidak terlihat malu. Mereka mau melakukan presentasi pertama dalam grupnya. Anggota drama yang lainpun terlihat memperhatikan presentasi yang dilakukan oleh temannya. Beberapa dari mereka terlihat mencatat beberapa poin penting dari scene yang dipresentasikan. GBI juga memberikan *feedback pronunciation* kepada siswa setelah siswa tersebut menyelesaikan presentasi scenenya. Siswa juga diberikan beberapa gambar yang mewakili tiap scene dan diminta untuk menyatukan scene cerita menjadi satu cerita utuh yang berurutan.
10. Waktu habis, GBI menyimpulkan pelajaran, menutup pelajaran, dan memberikan salam

Field Note 8

Hari/Tanggal : Selasa, 9 April 2013

Tempat : Ruang kelas XI BAHASA, MAN Yogyakarta II

Sebelum masuk ke kelas, P menemui GBI untuk membahas RPP. Kemudian, P dan GBI masuk ke dalam kelas. Berikut ini adalah proses belajar mengajar pada pertemuan kedua di Cycle 2. Didalam proses KBM, P bertindak sebagai GBI

1. GBI membuka pelajaran dengan memberikan salam dan mengecek presensi siswa. Semua siswa hadir.
2. GBI kemudian bertanya kepada siswa tentang kesulitan siswa. Tidak ada siswa yang bertanya. Kemudian GBI hanya mengingatkan lagi mengenai teks narrative.
3. GBI kemudian meminta siswa untuk berkumpul dalam beberapa drama group seperti pada pertemuan sebelumnya. Siswa terlihat senang dan antusias. Beberapa dari mereka berkata, “*Asiik, latihan lagi...*”

4. Selanjutnya GBI meminta siswa untuk kembali ke kelompok dramanya masing –masing seperti dalam pertemuan sebelumnya
5. GBI berkeliling kelas untuk memonitor jalannya latihan. Beberapa siswa terlihat mondar-mandir untuk meminjam kamus dari teman di lain grup. Siswa terlihat serius dalam berlatih dan bertukar ide.
6. Banyak siswa yang bertanya kepada GBI selama GBI memonitor latihan. Mereka bertanya arti kata dari beberapa kosakata, dan pronunciation yang benar.
7. Setelah waktu berlatih habis, GBI lalu meminta siswa untuk memulai presentasi mengenai teks dramanya masing-masing. Siswa diperbolehkan membawa naskah sebagai panduan dalam performance. GBI memonitor jalannya performance dalam setiap grup. Siswa terlihat antusias dalam mementaskan bagiannya masing-masing. GBI memberikan feedback pronunciation kepada siswa setelah presentasi selesai.
8. Siswa memperhatikan temannya yang melakukan performance. Beberapa dari mereka bertanya mengenai beberapa hal dari aksi yang diperankan, seperti arti kata dll. GBI juga mendorong siswa dalam beberapa kelompok untuk bertanya.
9. Setelah seluruh presentasi selesai, GBI memberikan pronunciation feedback kembali untuk beberapa kata yang sering dilakukan kesalahan oleh siswa. Bel berbunyi tanda waktu pelajaran sudah habis. Kemudian, GBI meminta siswa untuk melakukan performance di depan kelas tanpa membawa naskah dan dilengkapi dengan properti yang diperlukan pada pertemuan selanjutnya .GBI menutup pelajaran.

Field Note 9

Hari/Tanggal : Sabtu, 13 April 2013

Tempat : Ruang kelas XI BAHASA, MAN Yogyakarta II

P datang menemui GBI sebelum pelajaran dimulai untuk melatih RPP yang telah diberikan pada hari sebelumnya. Didalam proses KBM, P bertindak sebagai GBI. Berikut ini adalah proses KBM untuk pertemuan ketiga dalam Cycle 2.

1. GBI membuka pelajaran dengan memberikan salam dan mengecek presensi siswa. Semua siswa hadir.
2. Kemudian, GBI meminta siswa untuk berkumpul pada masing-masing grup seperti pada pertemuan sebelumnya. GBI meminta siswa untuk berlatih mengenai bagaimana memerankan perannya masing-masing.
3. *Setelah 15 menit, GBI kemudian menginstruksikan siswa untuk memperformancen hasil latihan berupa memainkan drama di depan kelas tanpa naskah. Setiap grup mempunyai waktu maksimal 15 menit untuk*

melakukan performance. GBI mengamati dan menilai performance siswa. GBI juga memberikan feedback setelah performance siswa dilakukan.

4. Setelah waktu habis untuk latihan, GBI meminta seluruh siswa untuk mempersiapkan segala properti yang dibutuhkan untuk melakukan performance di depan kelas. Performance tidak diperbolehkan membawa naskahnya, tetapi salah satu siswa yang pada hari sebelumnya tidak berangan dipilih menjadi narator dan dipersilakan untuk membaca naskahnya.
5. Siswa kemudian langsung memulai mempersiapkan segala yang dibutuhkan. Siswa terlihat aktif.
6. Saat performance dilakukan, anggota grup drama lainnya terlihat memperhatikan dengan serius. Beberapa anggota grup tersebut bertanya mengenai isi dari teks tersebut yang mereka lewatkan.
7. GBI memberikan reward, pujian dan tepuk tangan kepada seluruh penampilan siswa dan memberikan pronunciation feedback.
8. Setelah bel terdengar tanda pelajaran harus ditutup, GBI menutup pelajaran.

INTERVIEW TRANSCRIPT

Hari, tanggal : Selasa, 5 Maret 2013
Tempat : Kelas XI Bahasa, MAN Yogyakarta II
Narasumber : Siswa kelas XI Bahasa

Peneliti (P) datang ke sekolah untuk menemui siswa (S) kelas XI BAHASA di ruang kelas saat istirahat pertama berdasarkan rekomendasi GBI pada hari sebelumnya.

Interview 1

S : Alvianti Amanah

- P : "Selamat pagi, dek. Namanya siapa?"
S : "Alvi".
P : "Oke Dik. Mbak mau tanya-tanya sebentar boleh yaa."
S : "Iya, Mbak."
P : "Kamu suka pelajaran bahasa Inggris tidak?"
S : "Mmm..ya...ngga suka soalnya susah Mbak."
P : "Loh, susah gimana maksudnya?"
S : "Susah Mbak,aku sering nggak tau artinya."
P : "Ooo..kan bisa liat kamus."
S : "Iya sih Mbak, tapi ya tetap aja susah. Apalagi kalo udah disuruh ngerjain soal-soal itu ."
P : "Terus, kalau pas lagi jam belajar, suka ngomong pake bahasa Inggris ngga, Dek?"
S : "Paling kalau Bu Rininya bilang good morning, terus aku jawab good morning juga Mbak. Hehe.."
P : "Hehe..memangnya ngomong yang lain ngga pernah?"
S : "Ngga Mbak. Jarang, paling kalau lagi dialog-dialog itu. Itu juga aku baca dari LKS. Soalnya susah banget Mbak, ngomong pake bahasa Inggris"
P : "Um..Berarti kalau dikelas pakainya bahasa apa?Indonesia?"
S : "Iya Mbak. Sama bahasa Jawa."
P : "Emang kenapa sih, kok menurutmu susah banget ngomong bahasa Inggris? "
S : "Aku ngga bisa Mbak, takut salah. Udah gitu, aku bingung mau ngomong apa. Paling kalau lagi ditanya sama gurunya, terus sama latihan dialog-dialog itu."
P : "Berarti kalau ditanya sama bu guru bisa dong jawab pakai bahasa Inggris?"
S : "Ya, engga juga Mbak. Aku jawabnya pakai bahasa Indonesia atau Jawa."
P : "Biasanya kalau sedang pelajaran bahasa Inggris, kegiatannya ngapain aja?"
S : "Baca LKS, terus ada soalnya, disuruh ngerjain. Terus dicocokkan jawabannya."
P : "Kalau belajar speaking, kegiatannya ngapain?"
S : "Paling disuruh ngomong dialog Mbak. Jadi ntar dicontohin dulu, baru kita yang ngomong."
P : "Suka ngga, belajar speaking gitu?"
S : "Ngga mbak, aku bosen pas pelajarannya itu. Pengennya sih tidur, tapi takut. Maleslah mbak hawane"
P : "Lah terus kalau lagi males gitu, kamu ngapain aja dikelas?"
S : "Yaa diem aja mba. Dengerin gurunya njelasin. Jarang juga mba, belajar speaking. Biasanya Bu Rininya yang jelasin terus. Kita tinggal dengerin aja, sama ngerjain soal."

Interview 2

S : Amithya Vianindhira

- P : “Pagi Dek.. Namanya siapa?”
 S : “Dhira”
 P : “Mbak boleh ganggu istirahatnya bentar yah. Mau tanya-tanya tentang pelajaran bahasa Inggris.”
 S : “Iya Mbak. Ngga apa-apa kok.”
 P : “Dhira suka pelajaran bahasa Inggris ngga?”
 S : “ Lumayan Mbak. Tapi kadang-kadang suka susah Mbak.”
 P : “ Susah gimana?”
 S : “ Susah, soalnya suka ngga ngerti pas ngerjain tugas.”
 P : “Emang tugasnya suka disuruh ngapain aja?”
 S : “Ngisi-ngisi soal gitu Mbak, ABCDan itu, dari LKS pokoknya.”
 P : “Oh materinya sering diambil dr LKS yah? Selain dari LKS, sama Ibu Rini suka dikasih gambar-gambar, video-video gitu ngga?”
 S : “Seingatku sih ngga pernah Mbak. Dari LKS terus biasanya.”
 P : “Kamu bosan ngga, kalau ngerjain-ngerjain soal dari LKS gitu terus?”
 S : “ Bosenlah Mbak. Aku sih pengennya ada nyanyi-nyanyi apa nonton-nonton video apa film gitu”
 P : “ Kalau ngerjain tugas LKS itu, sendiri-sendiri apa kelompok-kelompok?”
 S : “Sendiri-sendiri Mbak.”
 P : “Baik deh. Terima kasih ya.”

Interview 3

S : Dhara Morizkavenlia

- P : “Hai dek, lagi istirahat yah. Mbak ganggu sebentar aja, boleh? Mbak mau tanya-tanya tentang pelajaran bahasa Inggris.”
 S : “Boleh kok Mbak.”
 P : “Namanya siapa dek?”
 S : “Dhara”
 P : “Suka bahasa Inggris ngga, dek Dhara?”
 S : “Ngga suka Mbak. Males, ngantuki.”
 P : “ Ngga suka? Males kenapa emangnya?”
 S : “ Aku ra dong blas Mbak. Susah banget pelajarannya.”
 P : “Susah banget dimananya?”
 S : “Kayak, aku sering ngga mudheng gurunya ngomong apa pas njelasin, atau disuruh apa gitu.”
 P : “Berarti sama sekali ngga suka dong sama pelajaran bahasa Inggris?”
 S : “Sebenarnya sih pengen suka Mbak. Biar bisa ngomong apa nyanyi pakai bahasa Inggris gitu.”
 P : “Kalau di kelas, lagi pelajaran gitu, sering ngomong bahasa Inggris ngga?”
 S : “Jarang banget Mbak. Pas lagi disuruh latihan-latihan dialog aja sama teman sebangku.”
 P : “ Kalau selain itu, pernah ngga?”
 S : “Ngga pernah Mbak. Ngerjain soal aja wis angel, apalagi ngomong bahasa Inggris.”
 P : “Berarti ngomong bahasa Inggris lebih susah lagi ya, menurut dek Dhara?”
 S : “Iya Mbak. Pol susahe!!”

- P : “Susah bangetnya itu dimananya?”
- S : “Aku ga tau Mbak, mau ngomong apa. Takut salah juga Mbak, malu kalau diketawain teman-teman. Apalagi kalau nanti malah dimarahin kalau salah ngomong.”
- P : “Oh gitu. Terus kalau dikelas, sering diskusi ngga sama teman tentang materi pelajarannya?”
- S : “Ngga pernah Mbak. Paling ngobrol-ngobrol aja Mbak tentang yang lain.”
- P : “Kalau dikelas Bu Rini, biasanya ngajarnya gimana?”
- S : “Ya, njelasin-njelasin gitu Mbak. Udah gitu, dikasih latihan soal dari LKS, terus dicocokkan itu jawabannya. Udah.”
- P : “Emangnya selalu dari LKS yah? Pernah dikasi fotokopian, atau film, lagu?”
- S : “Engga pernah Mbak. Dari LKS terus.”
- P : “Ngerjain tugasnya, sendiri-sendiri atau berkelompok?”
- S : “Sendiri-sendiri terus.”
- P : “Jarang diskusi sama teman-teman ya berarti?”
- S : “Yaa, jarang Mbak. Palingan aku tanya sama teman-teman jawaban soalnya.”
- P : “OK deh kalau gitu, terima kasih banyak ya Dek...”
- S : “Iya, Mbak. Sama-sama..”

Hari, tanggal : Sabtu, 9 April 2013
 Tempat : Kelas XI BAHASA, MAN Yogyakarta II
 Narasumber : Siswa kelas XI BAHASA

P melanjutkan wawancara dengan siswa kelas XI BAHASAmengenai pelajaran bahasa Inggris di kelas tersebut.

Interview 4

S : Dyah Puspa Masita

- P : “Halo Dek, Mbak minta waktunya sebentar, boleh?”
 S : “Iya Mbak, ngga apa-apa”
 P : “Namanya siapa, Dek?”
 S : “Puspa”
 P : “Dek Puspa, suka pelajaran bahasa Inggris ngga?”
 S : “Suka Mbak”
 P : “Alasannya apa? Kok bisa suka bahasa Inggris?”
 S : “Kan bahasa Inggris penting Mbak, sekarang banyak banget yang pakai-pakai bahasa Inggris gitu”
 P : “Iya benar itu. Um... kalau lagi pelajaran bahasa Inggris, kamu sukanya apa? Baca-baca teks, atau listening, atau nulis-nulis bahasa Inggris, atau speaking?”
 S : “Aku sukanya speaking sih Mbak. Tapi ya gitu Mbak, susah.”
 P : “Susah?Susahnya kenapa?”
 S : “Soalnya aku suka ngga ngerti gimana cara ngomongnya, terus suka lupa artian dalam bahasa Inggrisnya gimana.”
 P : “Oh, maksudmu pronunciation ma vocabulary ya? Um, latihannya gimana biar kamu bisa speaking?”
 S : “Kalau aku, suka dengerin lagu barat gitu Mbak. Terus niruin.”
 P : “Kalau dikelas, latihannya gimana?”
 S : “Kalau dikelas, palingan speakingnya pas lagi dialog berpasangan itu Mbak. Kan udah dicontohin sama gurunya. Jadi kita tinggal niruin aja.”
 P : “Selain pas materi dialog-dialog itu, sering speaking dikelas juga ngga?”
 S : “Engga Mbak, jarang. Speakingnya paling kalau ditanyain Bu Rini pertanyaan pas nyocokin jawaban dari LKS.”
 P : “Ooh, gitu... Terus kalau selain pronunciation sama vocabulary tadi, susahnya pas speaking apa lagi?”
 S : “Aku suka grogi Mbak. Takut, nderedeg, sama bingung mau ngomong apa Mbak. Ngga PD-lah Mbak pokoknya, terus ya udah deh, jadi males mau speaking. Aku ngobrol-ngobrol aja sama temen-temenku.”
 P : “Ngobrolin pelajaran?”
 S : “Bukan Mbak, ngobrol yang lain.. hehehe...Ya gimana mbak, aku bosan.”
 P : “Hahaha... terus kalau kamu, maunya pelajaran bahasa Inggris biar bisa speaking itu, pengennya yang gimana?”
 S : “Yang asyik Mbak. Santai, ga tegang gitu Mbak. Gurunya juga banyak bercanda. Terus kegiatannya juga yang seru, jadi ngga mbosenin.”
 P : “Ok deh. Kayanya pertanyaan dari Mbak cukup nih. Terima kasih banyak yaa..”

Interview 5

S : Eka Meilianti Putri

- P : “Hai dek, Mbak boleh tanya-tanya sedikit ngga?”
 S : “Wawancara gitu ya Mbak? Mau Mbak.”
 P : “Iya, tentang pelajaran bahasa Inggris. Namanya siapa, Dek?”
 S : “Eka”
 P : “Kamu suka bahasa Inggris ngga?”
 S : “Lumayan Mbak. Kadang suka, kadang ngga.”
 P : “Kenapa? Kok lumayan?”
 S : “Kalau aku lagi bisa ngerjain, suka Mbak. Kalo ngga bisa ngga suka, susah soalnya.”
 P : “Kalau kegiatan bahasa Inggris, kamu sukanya yang mana: reading, writing, listening, atau speaking?”
 S : “Reading Mbak. Bisa baca-baca, terus nambah kosakata. Jadi aku ngerti artinya. Sama speaking juga suka Mbak.”
 P : “Suka speaking, kenapa?”
 S : “Asik soalnya Mbak. Kan keren Mbak, bisa lancar ngomong bahasa Inggris.”
 P : “Kalau dikelas gitu, sering ngomong pakai bahasa Inggris dong?”
 S : “Ya enggak Mbak. Speaking susah Mbak, aku yo males kalo pas belajar speaking.”
 P : “Susahnya dimana?”
 S : “Lah aku bingung je Mbak, mau ngomong apa. Udah gitu sering ngga tau mbacanya gimana. Menek isin Mbak, takut diketawain apa dimarahin.”
 P : “Kok males belajar speaking? Memang aktivitas dikelas untuk latihan speaking, biasanya gimana?”
 S : “Apa yo Mbak... Paling dialog-dialog yang di LKS. Selain itu kayanya ngga ada Mbak. Koyo ngonokan mboseni to mbak?”
 P : “Berarti dikelas kamu cuma diam aja?”
 S : “Iya Mbak. Kalau ngga ditanya apa disuruh gurunya, aku diam aja. Wong biasanya Bu Rini yang jelasin terus kok Mbak. Paling kita disuruh ngerjain soal-soal aja gitu.”
 P : “Kalau diskusi di kelas sama teman-teman buat ngerjain tugas atau soal, sering?”
 S : “Enggak Mbak. Jarang. Suruh ngerjain soalnya individu, sendiri-sendiri. Takut dimarahin juga Mbak, kalau rame.”
 P : “Ooo...kayaknya cukup nih Dek. Makasih yaa...”
 S : “Iya Mbak.”

Interview 6

S1 : Fairuz Hardiningtyas

S2 : Novi Trisna Anggraini

S3 : Putri Nur Pamungkas

- P : “Hai dek, mbak boleh nanya-nanya ga sebentar?”
 S1, S2, S3 : “Boleh mbak”
 P : “Pada suka pelajaran Bahasa Inggris ngga dek?”
 S1 : “Ih, aku ngga suka Mbak. Nilaiiku jelek terus”
 S2 : “Sama. Aku juga ngga suka mbak. Angel.”
 P : “Kalo kamu dek?”
 S3 : “Aku juga ngga suka Mbak. Kalo pas pelajaran itu, aku sering mengantuk.”
 P : “Wah, pada ngga suka semua ya? Kenapa emangnya?”
 S1 : “Yaitu Mbak, susah. Kalau baca teks itu, aku ngga ngerti artinya apa.”

- S3 : “Kalau aku Mbak, kalau pas ditanya bu Rin, kan njawabnya pake bahasa Inggris ya mbak, aku suka ngga tau ngomongnya gimana. Isin meneh.”
- S2 : “Hooh mbak, isin.”
- P : “Terus, kalau dikelas, ngapain aja pas pelajaran bahasa Inggris?”
- S1 : “Yaa, dengerin ibunya. Takut dimarahin kok. Sama nyatet-nyatet.”
- S2,S3 : “Ngobrol juga mbak... hehehe, tapi jangan sampai ketauan”
- P : “Kalau dikelas, belajarnya ngapain aja?”
- S1 : “Ngerjain LKS mbak, kalo disuruh”
- S3 : “Iya, sama suruh baca teks itu.”
- P : “Seneng ngga?”
- S2,S3 : “Ngga lah mbak. Bosen yoo... Aku nyontek aja”
- S1 : “Hooh, podho”

Hari, tanggal : Sabtu, 9 Maret 2013

Tempat : Kelas XI BAHASA, MAN Yogyakarta II

Narasumber : Guru Bahasa Inggris – Jumiyastrini, S.Pd.

P menemui GBI untuk membicarakan mengenai kelanjutan dari rencana penelitian dan hasil wawancara dengan siswa.

Interview 7

P : “Bu Rini, kemarin dan tadi saya sudah melakukan wawancara dengan beberapa siswa dari kelas XI BAHASA sesuai dengan rekomendasi Ibu.”

GBI : “Ya, bagaimana hasilnya?”

P : “Dari hasil wawancara, rata-rata dari mereka memang kurang suka kepada bahasa Inggris itu dan menganggap sulit, termasuk *speaking* Bu.”

GBI : “Memang, dari pengamatan saya selama ini rata-rata anak tidak suka bahasa Inggris. Mbak bisa lihat kan kalo diajar wah banyak yang males. Sampai capek saya kadang-kadang.”

P : “Kalo untuk *speaking* sendiri, ketika saya tanya ternyata ada beberapa alasan yang membuat mereka kesulitan berbicara dalam bahasa Inggris.

GBI : “Masalah anak itu sebenarnya seputar percaya diri sepertinya.

P : “Betul Bu, mereka memang kemarin juga bilang kalo mereka malu untuk berbicara dalam bahasa Inggris. Kemudian, ada juga yang bilang, kalau mereka juga bingung untuk berbicara apa, dan *pronunciation*-nya seperti apa.”

GBI : “Oh iya, saya itu sudah berkali-kali memancing mereka untuk tanya jawab menggunakan bahasa Inggris. Tapi ya susah Mbak. Anak-anak sangat pasif didalam kelas. Apalagi untuk disuruh berbicara Mbak. Harus dipaksa-paksa dulu.”

P : “Oh iya Bu, kalau kegiatan dikelas waktu *speaking* itu biasanya apa saja Bu?”

GBI : “Biasanya ya tanya jawab, dan saya minta untuk latihan dialog ya. Kapan itu pernah saya suruh untuk *reading aloud* ya Mbak, *report* teks. Untuk *speaking*, memang jarang saya kasih ya Mbak. Soalnya, kan mereka juga sudah saya mulai persiapkan untuk UN kelas XII nanti. Jadi, selama ini saya memang fokusnya di *reading* dan *writing*.”

P : “Oh, begitu ya Bu...Kalau sumbernya biasanya diambil dari mana Bu?”

GBI : “Dari LKS biasanya. Kadang saya pingin carikan dari internet atau buku lain, cuma kan waktunya sering tidak ada, jadi ya saya pake LKS yang sudah jelas semuanya bawa sendiri-sendiri.”

P : “Kalau untuk variasi kegiatannya atau penggunaan media Bu?”

GBI : “Ya, ngaku saya mbak kalau kegiatan pembelajarannya memang masih monoton. Itu tadi kendalanya itu sama waktu, kadang pengen buat kegiatan yang lain tapi kan harus ada rencana dulu. Nah kadang pulang sekolah sudah capek jadi tidak sempat.”

P : “Nggih Bu. Kalau untuk media Bu?”

GBI : “Media juga masih kurang ya, kadang saya pakai rekaman dan *speaker*, tapi biasanya untuk listening.

P : “Begitu ya Bu, berarti sebenarnya memang kalau untuk *speaking learning* masih perlu peningkatan ya Bu?”

GBI : “Tentu saja, makanya waktu mbak Ery bilang mau penelitian ini saya setuju sekali.”

Hari, tanggal : Kamis, 14 April 2013
 Tempat : Kantor guru MAN Yogyakarta II
 Narasumber : Guru Bahasa Inggris – Jumiyastrini, S.Pd.

Berdasarkan janji yang telah dibuat, P menemui GBI untuk mendiskusikan mengenai hasil observasi, interview, kuisioner dan pre- test untuk diidentifikasi. Setelah berdiskusi, P dan GBI menyepakati beberapa masalah dalam pembelajaran *speaking* yang memungkinkan untuk dipecahkan dengan menggunakan *Drama technique*. Selain itu, P dan GBI juga membuat rencana *actions* yang akan diimplementasikan pada *Cycle 1*.

Interview 9

- GBI : “Kmarin pre-test dan kuisionernya sudah selesai kan mbak?”
- P : “Alhamdulillah sudah Bu, terima kasih kemarin saya sudah dibantu juga sama Ibu.”
- GBI : “Bagaimana hasilnya?”
- P : “Ada beberapa masalah memang Bu. Begini, sebenarnya hari ini saya juga ingin berdiskusi dengan Ibu mengenai hasil observasi. Jadi nanti bisa fokus pada masalah yang memungkinkan untuk dipecahkan Bu.”
- GBI : “Mbak Ery sudah buat daftarnya?”
- P : “Sudah Bu, sebenarnya banyak masalah yang siswa rasakan pada saat pembelajaran *speaking*, tapi saya sudah mencoba mengidentifikasi beberapa masalah yang berhubungan dengan tehnik pembelajaran Bu.”
- GBI : “Apa saja mbak?”
- P : “Yang pertama masalah *pronunciation*, Bu. Masih banyak yang salah-salah. Yang kedua, siswa kelihatnya males-malesan gitu ya Bu dikelas. Seperti tidak termotivasi. Selain itu mereka juga kelihatan malu-malu dan takut saat *speaking*. Untuk yang terakhir siswa merasa aktivitas dalam pelajaran Bahasa Inggris, khususnya *speaking*, hanya itu- itu saja Bu. Selain itu juga sepertinya yang berinteraksi hanya siswa tertentu saja ya Bu. Sepertinya interaksi anak-anak itu, kurang sekali ya Bu. Menurut saya seperti itu Bu, mungkin Ibu ada pendapat lain?”
- GBI : “Iya Mbak Ery, saya setuju sekali dengan hasil pengamatannya Mbak. Saya juga selama ini memang melihatnya seperti itu.”
- P : “Saya ingin memfokuskan pemecahan masalah pada tehnik pembelajarannya Bu. Menurut Ibu bagaimana?”
- GBI : “Ya, saya setuju saja. Setelah saya baca proposal njenengan, prinsip *Drama technique* kan mengaktifkan siswa dalam pembelajaran. Jadi bisa meningkatkan motivasi dan pemahaman juga. “
- P : “Iya Bu, disini saya ingin memaksimalkan partisipasi siswa dengan cara kerja kelompok. Saya harap hasilnya akan bermanfaat.” Rencananya untuk memudahkan kita melaksanakan *Cooperative Learning* strategi ini, saya ingin menerapkan *Drama* tehnik untuk *action*-nya nanti.”
- GBI : “Seperti apa kegiatannya?”
- P : “Nanti siswa belajar kelompok, kemudian menerangkan kembali, seperti performance singkat ya Bu. Nanti ada beberapa segmen yang dipecah, jadi mereka

bertanggung jawab untuk segmennya masing-masing. Tapi prinsipnya itu dikerjakan secara kelompok Bu.”

GBI : “Berarti nanti media dan sumbernya disesuaikan saja ya mbak?”

P : “Nggih Bu, untuk lebih jelasnya saya sudah bawaan RPP nya. Ini Bu”

GBI : “Ya, biar saya baca dan juga bisa persiapan dulu.”

P : “Ya Bu, terimakasih.”

Hari, tanggal : Selasa, 19 Maret 2013
 Tempat : Kelas XI BAHASA, MAN Yogyakarta II
 Narasumber : Siswa kelas XI BAHASA

P melakukan wawancara dengan siswa- siswa kelas XI BAHASAmengenai proses pembelajaran di kelas XI BAHASApada pertemuan pertama dalam Cycle 1.

Interview 10

S : Linarsih

- P : “Bagaimana tadi kegiatan speakingnya?”
 S : “Oh iya, drama.”
 P : “Dalam latihan tadi, kamu ikut membantu pronounciation atau sekedar asal baca?”
 S : “Ikut membantu Mbak.”
 P : “Kalau teman sekelompokmu yang lain ikut aktif membantu atau tidak?”
 S : “Ada yang aktif ada yang tidak.”
 P : “Ada kesulitan ngga, pas latihan tadi?”
 S : “Ada, susah mengekspresikan pas main tadi Mbak.”
 P : “Tapi bisakan?”
 S : “Bisa Mbak. Kan barengan.”
 P : “Kamu paham ngga sama isi cerita yang kamu dapat?”
 S : “Paham, kan udah tau ceritanya sama buka kamus hehehe.”
 P : “Wah, berarti belajar serius ya tadi?”
 S : “Lumayan mbak.”
 P : “Tadi waktu pake teknik drama kan disuruh performance. Kamu bisa ngga?”
 S : “Bisa mbak. Tapi agak malu sih Mbak, dikit..”
 P : “Loh, malu kenapa?”
 S : “Malu ditonton sama teman-teman di kelompok Mbak. Tapi pas udah mulai, ngga malu lagi.”
 P : “Kesanmu gimana belajar dengan kegiatan kayak tadi?”
 S : “Enak Mbak, nggak bosen. Semangat mbak. Jadi aku bisa latihan speaking.”
 P : “Oke, berarti kegiatan tadi cukup menarik ya dik?”
 S : “Iya mbak, nyenengke belajarnya, banyak latihan ngomong sama teman-teman. Aku suka, jadi PD juga pas ngomong bahasa Inggris. Udah gitu, aku jadi nambah kosakata, ngerti cara mbacanya juga..”

Interview 11

S : Nur Indah Sayekti

- P : “Masih ingat tidak tadi nama kegiatannya apa?”
 S : “Drama Mbak.”
 P : “Iya namanya drama. Kamu suka tidak waktu diskusi kelompok?”
 S : “Suka.”
 P : “Kenapa suka?”
 S : “Kan ngerjain tugasnya rame- rame, menarik terus jadi termotivasi gitu.”
 P : “Termotivasi gimana maksudnya?”
 S : “Kan biar teman-teman lain bisa mudheng yang aku sampein
 P : “Berarti mana yang lebih kamu suka, belajar sendiri apa kelompok?”
 S : “Kelompok lah mbak. Kan bisa diskusi sama teman-teman.”

- P : “Tadi performance juga, kamu bisa tidak?”
 S : “Yah, lumayan Mbak.”
 P : “Lumayan bisa, lumayan susah, lumayan gimana?”
 S : “Lumayan susah Mbak.”
 P : “Berarti kamu belajar serius dong tadi?”
 S : “Iya, soalnya kan takut nggak bisa waktu performance.”
 P : “Terus grogi apa deg-degan ngga, waktu performance?”
 S : “Ngga Mbak. Soalnya teman-teman yang satu grup Drama itu performance semua juga.”
 P : “Kalau kegiatan kedua drama lagi gimana? Ada kesulitan gak?”
 S : “Ngga Mbak. Aku malah seneng Mbak, kalau pakai drama lagi. Aku jadi termotivasi gitu Mbak pas speaking, pas performance lagi. Biar teman-teman sekelompokku mudheng semua, sekalian aku latihan speaking juga Mbak. Kan aku jadi tahu ngomongnya caranya gimana.”

Interview 12

S : Renada Ulfa

- P : “Apa pendapat kamu mengenai kegiatan speaking tadi? Seneng atau tidak?”
 S : “Seneng dong mbak.”
 P : “Kesulitan apa yang kalian alami waktu kegiatan pertama tadi?”
 S : “Aku tadinya masih bingung Mbak, disuruh ngapain. Tapi terus dikasih tau temenku. Sama pas performancenya Mbak, malu.”
 P : “Yang susah itu memahami materi untuk performancenya atau bicara di depan teman-teman?”
 S : “Bicara didepan teman-teman. Jadi, aku ngga mau performance duluan.”
 P : “Kalau materinya paham tidak?”
 S : “Paham, cerita peranku tentang apa, terus disatuin.”
 P : “Waktu diskusi ada kesulitan tidak?”
 S : “Kalau kesulitan kayaknya tidak ada.”
 P : “Wah, berarti semua ikut terlibat untuk menyelesaikan tugas tadi ya?”
 S : “Ya mbak.”
 P : “Kamu suka tidak belajar dengan kelompok?”
 S : “Suka mbak.”
 P : “Alasannya apa?”
 S : “Bisa kerjasama. Kan jadi lebih gampang.”
 P : “Kalau kamu gimana, suka tidak belajar speaking dengan drama seperti tadi?”
 S : “Ya saya suka sekali. Gampang kok Mbak.”
 P : “Kenapa suka?”
 S : “Menarik, kan jadi nggak bosen.”
 P : “Kalau gampang, alasannya apa? Ngga merasa susahkan belajar kayak tadi?”
 S : “Ngga Mbak, ini ngga susah, soalnya aku belajarnya ini dalam grup jadi kita mudah belajar Bahasa Inggris dan kegiatan tadi juga sangat menarik buat kita”
 P : “Terus kamu merasa lebih mudah memahami materi tidak?”
 S : “Iya soalnya semua kan performance, jadi harus tahu.”
 P : “Bagus dong, berarti kan jadi lebih paham.”
 S : “Iya mbak.”

Interview 13

S : Muh. Agung Ahimsa

P : “Kalau kamu gimana dik? Gimana komentarmu tentang kegiatan Drama tadi?”

S : “Wah, menyenangkan Miss. Nggak mboseni.”

P : “Susah gak?”

S : “Tidak, ngga begitu susah kok Miss. Kan belajarnya didalam grup, jadi aku bisa tanya dan diterangin sama temenku.”

P : “Tadi ada kesulitan ngga?”

S : “Ada Miss. Aku tadi ga begitu mudheng disuruh apa.

P : “Terus gimana?.”

S : “Aku dikasih tau sama temenku. Terus aku tanya mbak tadikan. Besok belajarnya kayak tadi lagi ya Miss..hehehe”

P : “Emang apa alesannya pengen pake kegiatan kayak tadi lagi? Bukannya tadi sulit ya?”

S : “Ngga sih, aku ngga punya kesulitan dalam peajaran Bahasa Inggris kalau belajar menggunakan drama seperti tadi. Soalnya, menurutku menarik dan aku jadi punya motivasi buat belajar.”

P : “Kalau pas performance tadi, PD ngga?”

S : “Aku PD Miss, pas performance. Aku kan harus bikin teman-teman mengerti sama segmen punyaku too. Kalau Saya ngga PD, nanti peranku jadi ngga benar isinya. Terus juga, gampang Miss. Karena, sudah diskusi di grup.”

P : “Ok dek, makasih ya.”

Hari, tanggal : Selasa, 19 Maret 2013
 Tempat : Kantor guru MAN Yogyakarta II
 Narasumber : Guru Bahasa Inggris – Jumiyastrini, S.Pd.

P melakukan wawancara dengan GBI kelas XI BAHASA mengenai proses pembelajaran di kelas XI BAHASA pada pertemuan pertama dalam Cycle 1.

Interview 14

- P : “Bu Rini, apa pendapat Ibu tentang kegiatan speaking tadi?”
 GBI : “Secara keseluruhan cukup Bagus mbak. Dengan belajar kelompok siswa jadi lebih terlibat dalam kegiatan tadi. Selain itu juga bisa saling membantu kalau ada kesulitan. Yang paling penting mereka mau aktif belajar.”
 P : “Menurut Ibu kekurangannya apa ya Bu?”
 GBI : “ Sepertinya anak-anak masih ada beberapa yang bingung ya Mbak, disuruh apa. Tadi soalnya masih ada yang bertanya sama Mbak Ery kan ya? “
 P : “Nggih Bu, saya sependapat dengan Ibu. Kalau dalam performance anak-anak tadi tadi, menurut Ibu bagaimana? Apakah sudah bagus?”
 GBI : “ Saya rasa sudah lebih baik Mbak daripada dulu. Minimal, anak-anak punya kesempatan lebih untuk latihan speaking ya.. Dan saya juga suka dengan pemberian feedback setelah performance nya mbak. Untuk pronunciation nya, Dilanjutkan ya Mbak”.
 P : “ Iya Bu, terima kasih Ibu”
 GBI : “Iya mbak sama sama.”

Hari, tanggal : Sabtu, 19 Maret 2013
 Tempat : Kelas XI BAHASA, MAN Yogyakarta II
 Narasumber : Siswa kelas XI BAHASA

P melakukan wawancara dengan siswa- siswa kelas XI BAHASAmengenai proses pembelajaran di kelas XI BAHASApada pertemuan kedua dalam Cycle 1.

Interview 15

S : Karunia Saputri

- P : “Kalau kamu bagaimana dik? Menurutmu gimana mengenai kegiatan speaking tadi?”
 S : “Menurutku si seru dan beda.”
 P : “Bedanya dimana?”
 S : “Kan kalau kemarin- kemarin cuma ngerjain soal di LKS, tapi tadi ada diskusi sama gambar- gambarnya jadi gak bosan.”
 P : “Tadi diskusi apa aja?”
 S : “Aku tentang Thunder and Lightning, Mbak.”
 P : “Terus pas diskusi tadi ada kesulitan tidak?”
 S : “Ada mbak, pas nyari kata- kata yang pas buat performance. Tapi akhirnya bisa.”
 P : “Tadi kan ada performance singkat juga, menurut kamu bagaimana?”
 S : “Lumayan deg-degan mbak. Takut salah.”
 P : “Terus gimana? Teman-teman ada yang bantuin ngga?”
 S : “Iya Mbak. Pas performance di grup awal (grup drama) itu, teman-teman nyemangatin aku biar performancenya jelas.”
 P : “Nyemangatin gimana?”
 S : “Pada bilang: ayo ojo isin performancene, ben kita semua do mudheng.”
 P : “Kamu tadi merasa belajar lebih serius atau sama saja kayak biasanya?”
 S : “Lebih serius, kan harus performance jadinya harus ikutan diskusi biar mudheng sama tau ntar pas performancenya harus gimana.”
 P : “Pas kegiatan tadi, ngga sukanya dibagian mana?”
 S : “Pas belajar sendiri di grup awal (drama group). Soalnya bingung Mbak, ngga bisa tanya-tanya sama teman. Kan anggota yang lain dapet topik beda-beda.”
 P : “Kalau secara keseluruhan, kegiatan tadi gimana? Gampang atau susah?”
 S : “Ngga susah kok, aku ngga ada kesulitan sih Mbak. Soalnya banyak teman-teman, dan kita bisa saling tanya kalau bingung. Jadinya seru Mbak belajarnya tadi. Aku suka belajar kayak gini”.
 P : “Kalau menurut kamu, kegiatan seperti tadi menarik nggak?”
 S : “Menarik mbak. Aku si seneng.”
 P : “Kamu merasa lebih terbantu nggak dengan cara belajar kelompok seperti tadi?”
 S : “Iya Mbak. Kita saling kasih tau bacanya gimana, ada yang nyari artian katanya, terus bisa saling nerangin ke teman-teman lain. Aku jadi cepet paham, terus ngga ngantuk.”
 P : “Berarti kalau besok-besok paka kegiatan kayak gini lagi, maukan ya?”
 S : “Mau.”

Interview 16

S : Zhafirah Salsabil

- P : “Kegiatan speakingnya tadi bagaimana?”
 S : “Gimana ya? Bingung mbak menjelaskannya.”
 P : “Loh, bingung kenapa?”

- S : “Iya Mbak, tadi aku ada kesulitan. Ada kata-kata yang susah, aku ngga ngerti artinya”.
- P : “Um, terus gimana? Bisa ngga?”
- S : “Iya mbak, bisa kok. Tadi dibantu temenku nyari artiannya, sama pengucapannya.”
- P : “Iya betul. Tapi menurut kamu gimana, kegiatan drama kayak tadi?”
- S : “Menurut Saya, kegiatan tadi bagus, Mbak. Saya jadi termotivasi belajar speaking. Saya kan harus performance dengan bagus supaya teman-teman grup ngerti, jadi nanti kita bisa menyelesaikan tugas.”

Interview 17

S : Silviarizka Nurfarida

- P : “Hai dik, tadi waktu bahasa Inggris belajar tentang apa?”
- S : “belajar struktur ma language feature report teks pake kegiatan drama mbak.”
- P : “Kamu bisa tidak?”
- S : “Bisa.”
- P : “Tadi dikerjakannya sekelompok anak berapa?”
- S : “Tujuh orang mbak.”
- P : “Waktu menerangkan kembali, kalian ada kesulitan tidak?”
- S : “Ada. Banyak kata yang tidak tahu artinya.”
- P : “Terus gimana?”
- S : “Ya dicari dikamus.”
- P : “Yang mencari dikamus kamu atau teman-temanmu?”
- S : “Semua. Kan tadi semua bawa kamus.”
- P : “Kamu suka ngga sama kegiatan tadi?”
- S : “Ya saya suka sekali. Ini mudah. Karena, Saya sudah diskusi sebelumnya”
- P : “Memang pengaruhnya kalau belajar diskusi apa dalam pelajaran bahasa Inggris?”
- S : “Aku jadi ngerasa lebih termotivasi Mbak, pas aku diskusi kelompok dan performance pakai Bahasa Inggris. Terus juga, jadi lebih mudah waktu ngomong Bahasa Inggris karena guru juga membantu kita ketika kita tidak paham tentang pelajaran. Aku ngomong Bahasa Inggris-nya jadi ngga deg-degan lagi pas ngomong paka Inggris.”
- P : “Oke kalau begitu. Terimakasih.”

Hari, tanggal : Sabtu, 23 Maret 2013
 Tempat : Kelas XI BAHASA, MAN Yogyakarta II
 Narasumber : Siswa kelas XI BAHASA

P melakukan wawancara dengan siswa- siswa kelas XI BAHASAmengenai proses pembelajaran di kelas XI BAHASApada pertemuan kedua dalam Cycle 1.

Interview 18

S : Novi Trisna Anggraini

- P : “Kesanmu gimana kegiatan belajar speaking tadi? Seneng atau tidak?”
 S : “Seneng mbak.”
 P : “Yang bikin kamu seneng apanya?”
 S : “Diskusinya Mbak, terus sama performance
 P : “Tadi ada kesulitan ngga pas belajar?”
 S : “Susahnya waktu performance.”
 P : “Yang susah itu memahami materi untuk performancenya atau bicara di depan teman-teman?”
 S : “Bicara didepan teman- teman. Rodo isin aku Mbak”
 P : “Emang pas performance, perasaanmu gimana?”
 S : “Ya malu, Mbak. Tapi lama-lama ngga malu Mbak. Apalagi pas temen-teman pada kasih semangat.
 P : “Waktu diskusi ada kesulitan tidak?”
 S : “Ngga mbak, bisa kok.”
 P : “Wah, berarti semua ikut terlibat dalam diskusi dong ya?”
 S : “Ya mbak.”
 P : “Kamu suka tidak belajar dengan cara diskusi kelompok?”
 S : “Suka mbak.”
 P : “Alasannya apa?”
 S : “Bisa kerjasama waktu mengerjakan. Kan jadi lebih gampang. Bisa tanya-tanya.”
 P : “Kalau kamu gimana, suka nggak belajar speaking kayak tadi?”
 S : “Ya suka banget aku mbak. Ga susah mbak.”
 P : “Kenapa suka?”
 S : “Menarik, kan jadi nggak bosen.”
 P : “Kalau besok-besok belajarnya kayak kegiatan tadi lagi, semangat ngga belajarnya?”
 S : “Semangat mbak. Wong aku seneng mbak, belajarnya kayak tadi.”

Interview 19

S : Karunia Saputri

- P : “Kalau kamu, apa pendapat kamu mengenai kegiatan belajar speaking dengan drama seperti tadi? Lebih mudah atau lebih sulit?”
 S : “Lebih gampang Mbak, bisa tanya teman kalau nggak mudeng.”
 P : “Berarti menurut kamu lebih mudah belajar sendiri atau kelompok?”
 S : “Kelompok.”
 P : “Kenapa kok lebih mudah belajar kelompok?”
 S : “Kalau ada yang nggak bisa, diajari sama temanku.”
 P : “Waktu menyelesaikan tugas, kamu ikut membantu atau hanya numpang nama?”

- S : “Ikut mbak, kan ada performance. Nanti kalau pas performance aku ga mudeng, aku ga bisa performancenya Mbak.”
- P : “Wah bagus dong. Menurutmu kegiatan drama tadi, susah ngga sih?”
- S : “Ngga Mbak. Gampang kalau menurutku. Jadi seneng Mbak belajar bahasa Inggrisnya.”
- P : “Terus waktu performance gimana? Bisa?”
- S : “Bisa mbak. Pertamanya agak nggak PD mbak. Tapi teman-teman yang lain juga pada performance. Jadi enak aja kesannya, nggak nderedeg lagi. Jadi PD. Malah seneng mbak, jadi kaya diskusi tapi pakai bahasa Inggris semua.”
- P : “Tapi secara keseluruhan, kamu suka tidak dengan kegiatan tadi?”
- S : “Suka mbak, nggak mboseni.”
- P : “Terus kalau kamu sendiri speakingnya gimana?”
- S : “Jadi lebih bisa mbak. Tadinya aku banyak yang ngga ngerti cara bacanya gimana, sama ngga ngerti kata-katanya. Abis diskusi sama teman-teman, jadi ngerti. Kan kalau performancenya benar, yang di drama group paham aku performance isinya apa”

Interview 20

S : Dyah Puspa Masita

- P : “Tadi dikerjakan secara berkelompok ya?”
- S : “Iya, berlima.”
- P : “Bagaimana performancenya? Sukses?”
- S : “Kayanya ngga mba, soalnya kurang siap.”
- P : “Kok kurang siap, ada masalah ya?”
- S : “Iya, tadi ada yang males ikut diskusi. Pas performance jadi ngga begitu lancar.”
- P : “Berarti biar bisa performance bagus dan lancar, kalian harus aktif diskusi ya?”
- S : “Iya mbak.”
- P : “”Tapi, kamu suka ngga kegiatan kayak tadi?”
- S : “Aku suka Mbak., nyenengin soalnya. Kegiatan tadi seru. Saya suka sekali dan ngga ngebosenin pas belajar Bahasa Inggris.”
- P : “Menurutmu, kegiatan drama tadi bagus ngga?”
- S : “Bagus kok mbak, soalnya bisa ngerjain tugas bareng-bareng, bisa diskusi sama teman. Tapi ya gitu mbak, karena tadi bingung nyusun kata buat performancenya.”
- P : “Kan kegiatan seperti tadi itu masih baru buat kalian, menurut kamu pengaruhnya positif atau negatif terhadap pelajaran speaking?”
- S : “Emm, menurutku si positif. Kan belum pernah jadinya menarik. Biasanya kita Cuma pas dialog sama ditanya guru kalau speaking. Tapi tadi, kita bisa performance pakai bahasa Inggris. Jadi tau, salahnya dimana.”
- P : “oke deh, makasih ya.”

Interview 21

S : Linarsih

- P : “Kalau kamu gimana dik? Gimana komentarmu tentang kegiatan Drama tadi?”
- S : “Wah, menyenangkan mbak. Nggak mboseni.”
- P : “Pas performance gimana? PD ngga?”
- S : “Saya tadi PD kok Miss pas performance. Kan sudah diskusi sebelumnya sama teman-teman di grup ahli. Lagian, performancenya di grup, jadi Saya ngga malu atau takut.”
- P : “Bagus ngga kegiatan kayak tadi?”

- S : “Kegiatan tadi bagus kok, Mbak. Saya suka. Saya ingin grup saya bisa nyelesin tugas dengan baik. Jadi ya, Saya belajar speaking-nya serius. Supaya teman-teman lain bisa mudheng yang saya performancekan”
- P : “Terus, kegiatan kayak tadi bikin belajar bahasa Inggrisnya lebih gampang atau lebih susah?”
- S : “Menurut saya gampang belajar Bahasa Inggris dengan kegiatan tadi. Saya suka belajar Bahasa Inggris sekarang.”
- P : “Oke deh, terimakasih ya.”

Interview 22

S : Moh. Agung Ahimsa

- P : “Hai, mas boleh wawancara ngga?”
- S : “Boleh Miss”
- P : “Belajar seperti tadi, menurutmu gimana?”
- S : “Seru Miss, dulukan ngga pernah kayak tadi”
- P : “Oh ya? Terus kalo buatmu ada perbedaannya ngga dengan belajar kayak tadi?”
- S : “Ya ada lah Miss. Menurutku, Bahasa Inggris cukup susah, Miss. Saya juga malas belajar Bahasa Inggris, mbingungi. Tapi kalau pakai kegiatan kayak tadi, Saya suka. Jadi lebih gampang belajarnya. Semoga saja, Bu guru pakai kegiatan tadi besok-besok”
- P : “Ok deh, semangat terus ya belajarnya”

Interview 23

S1 : Nafisah Nurul Afra

S2 : Dhara Morizkavenlia

S3 : Putri Nur Pamungkas

- P : “Hai semua, Mbak boleh gabung ngga? Mau tanya-tanya dikit?”
- S1, S2, S3 : “Boleh kok Mbak. Kita juga lagi ngobrol-ngobrol”
- P : “Pada suka ngga, kegiatan drama kayak tadi?”
- S2, S3 : “Aku suka mbak.”
- S1 : “Aku juga kok Mbak”
- P : “Pas performance gimana? Bisa ngga?”
- S2, S3 : “Bisa dong. Tadikan dah latihan dulu”
- S1 : “Lumayan Mbak. Tapi tadi aku ada salah ngomongnya. Apa namanya? pronunciation ya mbak?”
- P : “Iya, pronunciation. Tapi tadi dikasih taukan yang benarnya gimana?”
- S1, S2, S3 : “Iya, abis performancenya itukan Mbak?”
- P : “Iya. Namanya feedback”
- S1, S2, S3 : “Oooo”
- P : “Menurut kamu tentang pemberian feedback untuk pronunciation abis performance gimana?”
- S1 : “Suka Miss, bisa memberikan motivasi kita dalam belajar soalnya sebelumnya jarang banget kaya gitu lho Miss kita jadi tahu bagaimana pengucapan kata-kata bahasa Inggris yang benar, pokoknya suka banget deh.”
- P : “Oh ya? Siapa tadi yang pengucapan kata-katanya masih banyak yang salah pas pelajaran tadi?”
- S2 : “Saya masih Miss, hehe tapi saya jadi tahu pengucapan yang benar tuh kayak gimana.”

- S3 : “Saya Juga kok Miss, tapi jadi lebih banyak tahu lagi.”
P : “Seneng ga?”
S2 : “Seneng banget.”
P : “Kira-kira kamu jadi mempunyai semangat nggak dalam belajar Bahasa Inggris jika dikasih feedback kayak gitu?”
S1 : “Wah ya jelas dong Miss, lebih semangat lagi biar besok dapat pengetahuan lagi.”
P : “Wah, semangat terus ya.. Terima kasih ya..”

Hari, tanggal : Selasa, 2 April 2013
 Tempat : Kantor guru MAN Yogyakarta II
 Narasumber : Guru Bahasa Inggris – Jumiyastrini, S.Pd.

P melakukan wawancara dengan GBI kelas XI BAHASA mengenai proses pembelajaran di kelas XI BAHASA pada Cycle 1.

Interview 24

- P : “Bu Rini, kemarin saya sudah melakukan wawancara dengan beberapa siswa dari kelas VIIIA mengenai KBM di cycle 1 ini.”
- GBI : “Ya, bagaimana hasilnya?”
- P : “ Dari hasil wawancara, rata- rata dari mereka suka dengan kegiatan drama Bu. Menurut Ibu, apakah tehnik drama pada cycle ini efektif?”
- GBI : “Tentu saja. Anak-anak tampak aktif ketika melaksanakannya. Sepertinya mereka sudah paham benar dengan tugasnya. Jadi masing-masing kelompok bisa menyelesaikannya tepat waktu.”
- P : “Bagaimana dengan interaksi siswa selama pelajaran tadi, Bu?”
- GBI : “Menurut saya mereka paling tidak sudah lebih interaktif ketika mengikuti proses pembelajaran. Mereka juga berpartisipasi dengan baik.”
- P : “Kalau untuk tehnik Drama nya sendiri, menurut Ibu bagaimana? Bagus tidak Bu, untuk diterapkan di kelas?”
- GBI : “*Menurut Saya ya Mbak, ini adalah suatu tehnik yang baik untuk pembelajaran speaking. Siswa bisa belajar dengan baik dengan menggunakan drama tehnik dan grup diskusi membantu memotivasi siswa dikelas*”
- P : “Alhamdulillah, terima kasih Bu. Untuk kemampuan speaking siswa nya bagaimana Bu, di cycle 1 ini?”
- GBI : “Terlihat lebih baik ya Mbak. Pas tadi Saya nemani Mbak Ery tes performance mereka, mereka lebih bagus speakingnya. Pelafalannya juga lebih baik, grammarnya juga sudah bisa membedakan, minimal mereka lebih lancar Mbak daripada dulu”
- P : “Kemudian, menurut Ibu, kekurangannya apa ya Bu, untuk cycle 1 ini?”
- GBI : “Kalau kekurangannya Mbak, sepertinya anak-anak masih ada yang bingung ya Mbak di pertemuan-pertemuan awal itu, mereka harus apa, apalagi mereka harus beberapa kali pindah kelompok. Masih banyak yang tanya Mbak Ery dan Saya itu”
- P : “Iya Bu, sepertinya instruksi Saya yang kurang jelas ya Bu?”
- GBI : “Iya bisa jadi. Sepertinya sih begitu Mbak. Tapi anak-anak kelihatannya mulai terbiasa di pertemuan ketiga ini ya. Kalau menurut Mbak Ery sendiri bagaimana?”
- P : “Iya Bu, saya juga merasa seperti itu. Oh iya Bu, kemarin ada beberapa anak yang tidak mau performance duluan Bu. Mereka malah tunjuk-tunjukan. Masih malu kayanya”
- GBI : “Iya Mbak. Kalau yang pinter-pinter Saya lihat malah inginnya performance duluan ya Mbak. Jadi yang kurang, maunya belakangan performancenya. Yang rada susah kalau sekelompok anggotanya kurang semua, jadi harus sedikit sabar ”
- P : “Iya Bu, Menurut Ibu, masalahnya dimana ya Bu?”
- GBI : “Menurut Saya di formasi grup-nya Mbak. Coba diratakan itu anak-anak yang pinter, jadi biar adil gitu Mbak”
- P : “Oh, iya Bu, Saya setuju”
- GBI : “Untuk cycle 2 bagaimana Mbak?”
- P : “”Kurang lebih sama Bu. Besok saya bawaan RPP nya”

Tempat : Kantor guru MAN Yogyakarta II
 Narasumber : Guru Bahasa Inggris – Jumiyasrini, S.Pd.

P melakukan wawancara dengan GBI kelas XI BAHASA mengenai rencana *actions* yang akan diimplementasikan pada Cycle 2.

Interview 25

- GBI : “Di cycle 2 ini, tehniknya masih pakai drama ya Mbak?”
 P : “Iya Bu, masih. Gimana Bu?”
 GBI : “Ngga apa-apa Mbak. Itu bagus malah. Seperti di pertemuan kemarin-kemarin itu, anak-anak banyak diskusi kelompok. Jadi, mereka bisa aktif terus dikelas, ngga ngobrol sendiri-sendiri. Interaksi siswanya juga bagus, mereka bisa saling tanya jawab dan membantu satu sama lain.”
 P : “Iya Bu, karena pakai drama, pasti ada diskusi kelompoknya Bu”
 GBI : “Materinya tentang apa Mbak?”
 P : “Di cycle 1 kan tentang report teks Bu, nah di cycle 2 ini tentang narrative teks. Kira-kira anak-anak sudah paham apa belum ya Bu tentang narrative?”
 GBI : “Kalau soal paham apa tidaknya sih itu tergantung masing-masing anak mbak, tapi kemarin Saya sudah ngasih materinya, jadi mbak nya tinggal melanjutkan saja. Tapi mendingan Mbak Ery jelasin materinya lagi saja, biar anak-anak lebih paham.”
 GBI : “Terus kegiatan selanjutnya apa?”
 P : “Ya sama dengan yang kemarin Bu, tiap-tiap siswa nantinya akan performance tentang segmen dan teksnya. Bedanya kalau yang kemarin tentang report sekarang tentang narrative text.”
 GBI : “Oh begitu.....”
 P : “Iya Bu, pokoknya semua kegiatannya sama dengan di Cycle 1 cuma di cycle 2 ini materinya saja yang berbeda.”
 GBI : “Ya sudah kalau begitu mba, semoga di cycle yang kedua ini akan lebih baik lagi hasilnya.”
 P : “Lalu tentang pemberian feedback pronunciation-nya bagaimana Bu?”
 GBI : “Ya harus dipake lagi mbak, itu sangat membantu siswa biar bisa termotivasi belajarnya lagi. Mereka merasa senang dengan adanya feedback mbak karena Saya sendiri memang jarang sekali kasih feedback.”
 P : “Untuk kekurangan di cycle 1 Bu, saya sudah memikirkan Bu. Untuk instruksi yang kurang jelas, nanti instruksi tugas nya saya kasih lebih detail lagi Bu. Untuk formasi grup, Saya ikut solusi yang Ibu kasih kemarin. Anak-anak yang pintar, Saya sebar aja ya Bu, di tiap drama group”
 GBI : “Iya Mbak, sudah bagus itu solusinya. Kalau untuk perpindahan dari Drama ke expert, sepertinya mereka sudah biasa Mbak. Jad nanti bisa lebih mudah”

Tempat : Kelas XI BAHASA, MAN Yogyakarta II
 Narasumber : Siswa kelas XI BAHASA

P melakukan wawancara dengan siswa- siswa kelas XI BAHASAmengenai proses pembelajaran di kelas XI BAHASApada Cycle 2.

Interview 26

S : Amithya Vianindhira

- P : “Mau tanya pendapat kamu tentang kegiatan speaking tadi. Masih ingat tidak tadi materinya apa?”
 S : “drama terus disatuin.”
 P : “Memangnya kalian saling membantu?”
 S : “Iya dong.”
 P : “Kalau kegiatan drama tadi masih suka ngga?”
 S : “ Masih suka mbak. Menarik soalnya. Aku sih pengennya besok-besok ada lagi kegiatan kaya drama atau yang lainnya pas belajar bahasa Inggris. Soalnya ngga ngebosenin”
 P : “Bagus itu. Kamu jadi mau belajar terus kan?”
 S : “Kalau kaya yang dulu sih, cuma dengerin penjelasan guru males mbak. Bosen eh., Tapi pake kegiatan yang tadi jadi semangat belajarnya.”
 P : “oke deh, makasih ya.”

Interview 27

S1 : Alvianti Amanah
S2 : Nur Indah Sayekti
S3 : Renada Ulfa

- P : “Hayoo, tadi pas diskusi pada ikutan atau cuman nyontek?”
 S1 : “Aku ikutan mbak. Biar tugasnya cepet rampung.”
 S2 : “Aku juga Mbak. Kan, ngga mungkin Mbak, kalau ngga ikut diskusi. Nanti yang peranku ilang dong Mbak, hehe”
 S3 : “Iya Mbak, aku juga ikutan kok.”
 P : “Itu yang pas di grup drama ya.”
 S1 : “Ikut Mbak. Aku tadi yang nyari artian kata dikamus, temen-temenku yang nyusun kata-katanya.”
 S2 : “Sama Mbak. Aku juga tadi yang nyari artiannya. Cuma, tadi aku ada yang ngga mudeng cara bacanya, jadi tadi aku nanya mbak Ery kan ya?”
 P : “Iyah. Kalau ada yang ngga bisa, jangan malu nanya ya.. Wah hebat, ngga ada yang nebeng nama aja dong ya”
 S1, S2, S3 : “Iya dong Mbak. Kan anak kelas XI BAHASApinter-pinter..hehe”
 P : “Hahaha,, iya emang kok. Ok deh, makasih yaa...”

Interview 28

S : Fairuz Hardiningtyas

- P : “Hai dik Halimah, tadi masih ingat ngga, materi bahasa Inggrisnya tentang apa? Ngapain aja?”

- S : “Drama mbak. Diskusi peran terus diperformancekan. Terus kita satuin scen-scene nya jadi cerita lengkap.”
- P : “Perasaanmu gimana waktu pelajaran speaking tadi?”
- S : “Semangat mbak. Bisa diskusi sama teman, tukeran pendapat. Jadi ngga ngobrol ngalor ngidul mbak.”
- P : “Ngantuk tidak?”
- S : “Tadi tidak mbak. Gimana bisa ngantuk kan belajar kelompok mengerjakan tugas. Jadi harus diskusi, tukar pendapat sama teman.”
- P : “Kamu ikut mengerjakan tidak?”
- S : “Ikut lah, kan yang lainnya juga.”
- P : “Menurut kamu, memahami teks bahasa Inggris lebih mudah kalau sendiri atau sama-sama?”
- S : “Sama- sama.”
- P : “Terus kalau performance suka ngga?”
- S : “Suka mba. Dulukan jarang performance bahasa Inggris, sekarang bisa performance sekalian diskusi sama teman-teman.”
- P : “Tadi PD ngga pas performance?”
- S : “PD dong mbak. Kan tadi di kelompok aku dah diskusi sama teman-teman, isinya apa, cara mbacanya gimana. Jadi ngga takut salah lagi.”
- P : “Terus tadi teman sekelompokmu ada yang tanya ngga, setelah performancemu selesai?”
- S : “Ada mbak. Bisa aku jawab kok mba.”
- P : “Lebih gampang belajar dengan kegiatan drama atau hanya belajar dari LKS?”
- S : “Drama dong.”
- P : “Kenapa suka?”
- S : “Aku jadi bisa ngomong pakai bahasa inggris, sekarang aku bisa menyusun kalimat sendiri dan ngga bingung lagi. Terus pelafalannya juga aku dah bisa. Sama kalau narrative pakai tenses apa, simple past kan?”
- P : “Iya. Kan bagus biar lebih pintar ngomong dalam Bahasa Inggrisnya.”
- S : “Iya ya mbak. Bagus lah.”
- P : “Oke dik. Belajar terus ya.”

Interview 29

S : NoviTrisna Anggrayni

- P : “Hai, mbak mau tanya-tanya sebentar ya?”
- S : “Boleh mbak.”
- P : “Mau tanya pendapat kamu tentang kegiatan speaking tadi. Masih ingat tidak tadi materinya apa?”
- S : “drama mbak.”
- P : “Kalau kegiatan drama tadi masih suka ngga?”
- S : “Masih suka mbak. Menarik soalnya. Aku sih pengennya besok-besok ada lagi kegiatan kaya drama atau yang lainnya pas belajar bahasa Inggris. Soalnya ngga ngebosenin”
- P : “Bagus itu. Kamu jadi mau belajar terus kan?”
- S : “Kalau kaya yang dulu sih, cuma dengerin penjelasan guru males mbak. Bosen eh., Tapi pake kegiatan yang tadi jadi semangat belajarnya.”
- P : “oke deh, makasih ya.”

Interview 30**S1 : Zafirah Salsabil****S2 : Linarsih**

- P : “Hai dek, ganggu istirahatnya bentar yah”
- S1 : “Iya mbak, gapapa. Mau wawancara ya Mbak?”
- P : “Iya. Kamu suka ngga? Belajar speaking pake drama kayak tadi?”
- S1 : “Suka Mbak. Soalnya aku sekarang jadi paham bener narrative teks kayak gimana. Udah gitu, aku juga seneng pentasin ke teman-teman pakai bahasa Inggris. Aku sekarang jadi lebih bisa speakingnya. Ngga takut salah lagi”
- P : “Kalau pendapatmu gimana dek?”
- S2 : “Aku juga suka Mbak. Soalnya, ngga ngebosenin. Sekarang aku juga jadi lebih paham narrative teks. Aku juga bisa latihan speaking pas performance. Sekarang udah ngga bingung lagi mau ngomongnya pakai bahasa Inggris. Nyusun kata-katanya untuk speaking gitu.”
- P : “Wah, bagus deh kalau pada suka. Terima kasih ya”

Interview 31**S : Nurul Mufida**

- P : “Hai, mbak mau tanya-tanya sebentar ya?”
- S : “Boleh mbak.”
- P : “Kesanmu gimana belajar dengan kegiatan kayak tadi?”
- S : “Enak Mbak, nggak bosen. Semangat mbak. Jadi aku bisa latihan speaking.”
- P : “Oke, berarti kegiatan tadi cukup menarik ya dik?”
- S : “Iya mbak, nyenengke belajarnya. Aku suka, jadi PD juga pas ngomong bahasa Inggris. Udah gitu, aku jadi nambah kosakata, ngerti cara mbacanya juga. Jadi ngga bingung mau ngomong apa pake bahasa Inggris.”
- P : “Untuk kamu sendiri, ada perbedaan ngga, belajar yang kayak biasa, dulu itu, sama belajar pake aktivitas kayak tadi?”
- S : “Kan kalau dulu Mbak, belajarnya ngebosenin. Kalau kaya kayak kemarin-kemarin, saya senang kalau pake drama itu. Jadi punya motivasi gitu Mbak pas belajar. Contohnya, waktu pas diskusi, saya harus serius tukar pendapat sama teman. Saya nanti performancenya harus gimana sama yang lain-lainnya lah.”
- P : “Terus, kira-kira kenapa lagi kamu suka kegiatan kayak tadi?”
- S : “Emm.. Ini mbak pas abis performance, terus ada feedbacknya. Itu bagus, aku suka.”
- P : “Emang gimana dengan feedbacknya? Apa ada pengaruhnya?”
- S : “Jelas dong Miss, selain saya jadi tahu gimana cara pengucapan kata-kata dalam bahasa Inggris yang bener, saya juga jadi lebih PD pada performance selanjutnya karena saya sudah tahu sebelumnya dari feedback itu sendiri”

Interview 32**S : Silviarizka Nurfarida**

- P : “Hai dik, tadi waktu speaking belajar tentang apa?”
- S : “belajar retell cerita pake kegiatan drama mbak.”
- P : “Kamu bisa ngga?”
- S : “Bisa.”

- P : “Tadi dikerjakannya sekelompok anak berapa?”
 S : “Tujuh orang mbak.”
 P : “Waktu diskusi teks drama, kalian ada kesulitan tidak?”
 S : “Ada. Banyak kata yang tidak tahu artinya.”
 P : “Terus gimana?”
 S : “Tanya ke teman, kalau ngga tau ya dicari dikamus.”
 P : “Yang mencari dikamus kamu atau teman-temanmu?”
 S : “Aku sama teman-teman.”
 P : “Jujur ya, kegiatan drama tadi membantu kamu ngga dalam latihan speaking?”
 S : “Ya, banyak yang aku ngga tau kosakatanya. Tapi makin lama aku makin bisa mbak. Jadi banyak ngerti. Terus kalau ada salah pronunciation itu, suka dibetulin sama teman-teman. Jadi paham yang benar gimana. Lagian kan aku juga banyak tanya sama Mbak. Jadinya yaa, aku sekarang ngga takut salah kalau speaking.”
 P : “Iya, jangan takut salah, apalagi takut tanya. Semangat ya belajarnya.”
 S : “Pasti mbak.”

Interview 33

S : Eka Meylianti Putri

- P : “Pendapat kamu tentang kegiatan speaking tadi, gimana? Masih ingat tidak tadi materinya apa?”
 S : “Drama mbak. Aku dapat yang Thumbelina.”
 P : “Waktu retell teks tadi pagi, ada kesulitan tidak?”
 S : “Pertama si pas baru disuruh pelajari sendiri-sendiri ngga mudeng, tapi setelah diskusi di kelompok ahli jadi mudeng.”
 P : “Memangnya kalian aktif diskusi?”
 S : “Iya dong.”
 P : “Pas performance tadi, masih deg-degan ngga kayak dulu?”
 S : “Udah ngga dong mbak. Tadi rasanya kaya cerita aja depan teman-teman. Tapi bedanya pakai bahasa Inggris.”
 P : “Masih takut salah-salah ngga ngomongnya?”
 S : “Udah ngga. Kan udah diskusi sama latihan sebelumnya di kelompok ahli. Lagian kalau salah, temenku juga ada yang ngasih tau yang benarnya kayak gimana.”
 P : “Kalau kegiatan drama tadi masih menarik gak?”
 S : “Menurutku sih masih mbak. Masih seru kok. Kalau ngerjainnya kelompok, jadi ngga bosan mbak. Udah gitu harus performance sendiri-sendiri. Jadi harus serius juga belajarnya. Jadi kayak main tapi serius mba. Asik pokoknya.”
 P : “Bagus itu. Kamu jadi mau belajar dong?”
 S : “Dulu si males, ngantukki kuwi to mbak. Tapi pake kegiatan yang drama itu jadi semangat.”
 P : “oke deh, makasih ya.”

Interview 34

S : Ulfah Zhakiyani Syarif

- P : “Menurutmu gimana belajarnya pakai aktivitas kayak tadi? Ngerasa terbantu ngga?”
 S : “Iya Mbak. Terbantu banget. Aku pahamnya jadi gampang. Aku bisa tanya temenku, terus dia nerangin. Kalau cara ngomongnya salah, temenku ngingetin. Serulah Mbak pokoknya ”

- P : “Bosen ngga, dari kemarin kita udah belajarnya pakai drama kayak tadi itu?”
 S : “Ngga kok Mbak, ngga bosen”
 P : “Alasannya ngga bosen, kenapa?”
 S : “Ya, aku masih suka kegiatan ini, menyenangkan soalnya. Saya jadi punya motivasi untuk diskusi dan belajar speaking dengan serius”
 P : “Tadi waktu yang diberikan dari Miss gimana? Lebih jelas longgar dari pada yang dulu?”
 S : “Lebih longgar kok, Mbak.”
 P : “Berarti tadi lancar ya menguasai jalan ceritanya?nggak bingung lagi?”
 S : “Iya, Mbak.”

Interview 35

S1 : Ima Fajriah
S2 : Dyah Puspa Masita

- P : “Lagi pada ngapain? Wawancara mau ngga?”
 S1, S2 : “Lagi ngobrol Mbak. Iya mau Mbak.”
 P : “Dari kemarin kita belajar pakai drama kayak tadi yah dek. Kalian bosen tidak, belajar dengan aktivitas tadi selama ini?”
 S1 : “Um,, Nggak, kitakan belajar bareng-bareng, jadi kita mendiskusikan dengan grup, sehingga jadi menarik aja”
 S2 : “Aku juga ngga bosen Mbak, seru-seru aja kok”
 P : “Kalau kamu, ngga bosennya kenapa? Emang masih seru belajar kayak tadi?”
 S2 : “Menurutku sih masih mbak. Masih seru kok. Kalau ngerjainnya kelompok, jadi ngga bosen mbak. Udah gitu harus performance bareng kelompok. Jadi harus serius juga belajarnya. Jadi kayak main tapi serius mba. Asik pokoknya.”
 P : “Oh iya, kan setelah kalian perform atau performance tadi, Mbak kasih feedback pronunciation, menurut kalian gimana?”
 S1 : “Aku suka Mbak, aku jadi tau benarnya gimana”
 S2 : “Aku juga, jadi bisa langsung latihan juga diajarin sama Mbak Ery”
 P : “Alhamdulillah deh kalau suka, belajar terus ya...”

Hari, Tanggal : Selasa, 9 April 2013

Tempat : Kantor guru MAN Yogyakarta II

Narasumber : Guru Bahasa Inggris – Jumiyasrini, S.Pd.

P melakukan wawancara dengan GBI kelas XI BAHASAmengenai actions yang telah diimplementasikan pada Cycle 2.

Interview 36

- P : “Ibu Rini, apa pendapat Ibu tentang kegiatan belajar speaking tadi?”
- GBI : “Saya lihat, keseluruhannya sih, cukup bagus Mbak. Mereka terlihat aktif ya Mbak dan terlibat dalam proses belajarnya. Diskusinya juga terlihat lancar.”
- P : “Untuk performance singkatnya bagaimana Bu?”
- GBI : “ Bagus Mbak, mereka sudah terbiasa performance dalam grup ya Mbak. Minimal sudah tidak tunjuk-tunjukan lagi. Yah, mereka sudah tidak kelihatan gugup atau malulah”
- P : “Nggih Bu, saya sependapat dengan Ibu. Kalau dalam prosesnya tadi, keterlibatan siswa bagaimana Bu? Apakah sudah maksimal?”
- GBI : “ Saya rasa sudah maksimal daripada putaran yang pertama”.
- P : “ Iya Bu, terima kasih Bu”
- GBI : “Iya mbak sama sama.”

Interview 37

- P : “Ibu Rini, menurut Ibu bagaimana tentang implementasi action di cycle 2 ini Bu?”
- GBI : “Menurut Saya, siswa terlihat jauh lebih aktif dengan belajar menggunakan tehnik drama ini, ya Mbak. Mereka juga banyak berinteraksi dengan teman-temannya. Banyak juga kan yang tadi tanya kosakata, pronunciation, sama grammar ke Saya sama mbak Ery. Mereka juga sepertinya lebih punya motivasi belajar. Anak-anak serius saat diskusi, mau buka kamus, mau tanya-tanya kalau ada yang tidak dimengerti, ngga rame sendiri-sendiri.”
- P : Kalau untuk tehnik dramanya sendiri Bu, bisa membuat anak-anak lebih berinteraksi berarti dan aktif di kelas ya Bu?
- GBI : “Saya pikir, siswa terlihat jauh lebih aktif dengan belajar menggunakan tehnik drama ini, ya Mbak. Mereka juga banyak berinteraksi dengan teman-temannya. Banyak juga kan yang tadi tanya kosakata, pronunciation ke Saya sama mbak Ery.”
- P : “Iya bu, tadi banyak yang mau tanya ya Bu. Untuk kepercayaan diri mereka saat speaking, menurut Bu Rini bagaimana? Ada peningkatannya tidak Bu?”
- GBI : “Kalau tentang PD, iya Mbak, jelas terlihat. Anak-anak sepertinya lebih PD saat speaking. Karena dari kemarin memang anak-anak harus performance, jadi ya, di cycle 2 ini mereka kelihatan lebih PD. Ngga malu-malu lagi, atau takut kalau disuruh speaking ya”
- P : “Iya Bu, alhamdulillah ya Bu, anak-anak sudah tidak takut atau malu lagi. Um, kemampuan speaking anak-anak menurut Ibu, ada perubahannya tidak Bu?”
- GBI : “Untuk kemampuan speakingnya ya pasti ada peningkatannya, Mbak. Kalau dulu-dulu itu, mereka masih banyak sekali yang suka salah untuk pronunciationnya. Setelah di cycle 2 ini, tadi saya perhatikan jauh lebih baik speakingnya mereka.”
- P : “Iya Bu. Kalau menurut Ibu, pronunciation siswa sekarang gimana ya Bu setelah adanya pronunciation feedback?”

- GBI : “Menurut saya ya seperti tadi itu Mbak, bagus peningkatannya. Pengucapan kata-kata bahasa Inggris mereka jadi lebih baik. Ya, paling tidak mereka bisa mengucapkan kata-kata yang sering dipakai atau yang sering muncul gitu, dengan benar.”
- P : “Secara keseluruhan ya Bu, menurut Ibu, tehnik drama ini cukup tepat atau bagus tidak Bu, untuk digunakan dalam mengajar?”
- GBI : “Menurut saya, tehnik drama ini bagus Mbak, buat mengajar. Supaya siswa lebih aktif dikelas. Mereka bisa terlibat langsung dengan proses belajarnya itu sendiri. Tidak pasif, hanya diam saja kalau tidak ditunjuk saya. Sepertinya, untuk kedepannya, Saya akan pakai tehnik ini untuk mengajar dikelas. Lagipula, anak-anak juga sudah tidak asing lagi dengan kegiatan seperti ini”
- P : “Oh iya Bu Rin, untu kekurangan yang ada dalam Cycle 1 seperti formasi grup yang kurang pas dan instruksi yang kurang jelas, bagaimana?”
- GBI : “Saya pikir kekurangan-kekurangan tersebut sudah diatasi ya Mbak, di cycle 2 ini. Sudah bagus saya rasa. Anak-anak yang pintar sudah merata yah, di grup. Jadi mereka bisa mengajari yang lain. Kalau untuk instruksi, Mbak Ery juga persiapannya terlihat lebih matang. Jadi di cycle 2 ini, anak-anak dapat instruksinya lebih jelas dan detail. Jadi saya rasa di cycle 2 ini sudah sangat bagus Mbak”
- P : “Alhamdulillah kalau begitu Bu. Terima kasih banyak ya Bu.”

OBSERVATION CHECKLIST FORM

Preliminary observation/ Cycle 1/ Cycle 2

Date :

No.	Criteria	Y/N	Comment
A. Pre-Teaching			
1	The teacher greets and asks students' condition		
2	The students respond to the teacher's greeting and tell about their condition		
3	The teacher reviews the previous materials		
4	The teacher introduces the topic to the students		
5	The teacher tells the objective of the teaching learning process		
B. Whilst Teaching			
6	The teacher distributes handouts/worksheets		
7	The teacher asks students to read a text/ to listen to her		
8	The students read the text/ listen to the teacher		
9	The students identify the generic structure used in the text		
10	The materials are explained in an understandable way		
11	The teacher checks students' understanding		
12	The teacher asks questions to the students		
13	The teacher gives chances to the students for asking questions		
14	The students ask questions		
15	The students answer the teacher's questions		
16	Teacher's directions are clear and concise; and students are able to carry them out		
17	The teacher asks students to do the exercise		
18	The lesson is smooth, sequential, and logical		

19	The teacher shows an interest in, enthusiasm for subject being taught		
20	The teacher evaluates the teaching and learning process		
C. Post-Teaching			
21	The teacher concludes and summarizes the lesson with the students		
22	The teacher previews on the upcoming materials		
23	The teacher closes the teaching and learning process		
D. Methods			
24	There are balance and variety during the lesson		
25	The teacher moves around the class and makes eye contact with the students		
26	The teacher positively reinforces the students		
27	The teacher decreases students' tension and increases their confidence in the teaching learning process		
28	Examples and illustrations are used and presented effectively		
29	The teacher uses teaching media		
30	Drills are used and presented effectively		
31	The teacher corrects students' errors and mistakes		
32	The teacher uses the allocated time well		
33	The teacher uses English all the time		
E. Teacher's and Students' Interaction			
34	The teacher encourages and assures full participation in the classroom		
35	The students feel free to ask questions, to disagree, and to express their own ideas		
36	The students interact with others related to the materials given		
37	The students are attentive and involved		
38	The students are comfortable and relaxed		
39	The students are encouraged to do their best		
40	The teacher is aware of individual and group needs		

INTERVIEW GUIDELINE

- Reconnaissance

1. Guru Bahasa Inggris

- a. Menurut pendapat Anda, apakah siswa dan siswi di sekolah ini, khususnya kelas XI Bahasa, menyukai pelajaran Bahasa Inggris?
- b. Apakah mereka aktif dikelas untuk berbicara dalam Bahasa Inggris selama KBM berlangsung?
- c. Bagaimana kemampuan berbicara siswa dalam Bahasa Inggris?
- d. Bagaimanakah interaksi antar siswa dalam hubungannya dengan pembelajaran speaking selama KBM berlangsung?
- e. Apa kesulitan terbesar siswa dalam pembelajaran speaking?
- f. Usaha apa yg dilakukan untuk meningkatkan kemampuan berbicara siswa serta pembelajaran speaking itu sendiri?

2. Siswa

- a. Apakah kamu senang belajar Bahasa Inggris? Kenapa?
- b. Bagaimana dengan KBM Bahasa Inggris selama ini?
- c. Apakah kamu aktif berbicara menggunakan Bahasa Inggris yang berhubungan dengan materi selama KBM berlangsung? Apa alasannya?
- d. Apa kesulitan terbesar kamu dalam bicara menggunakan Bahasa Inggris?
- e. Apa usaha kamu dalam menghadapi kesulitan tersebut?

- During the implementation of the actions

- A. Cycle 1

1. Guru Bahasa Inggris

- a. Bagaimana penilaian Anda terhadap kemampuan berbicara siswa dan pembelajaran speaking siswa di cycle 1 ini?
- b. Apa saja kekurangan yang ada?
- c. Kemajuan apa yang dicapai dalam cycle 1 ini?

- d. Apakah dengan melakukan kegiatan ini kemampuan speaking siswa meningkat?
 - e. Apa saran Anda untuk cycle berikutnya?
 - f. Apakah siswa menyukai kegiatan pembelajaran speaking menggunakan drama yang telah dilakukan?
2. Siswa
- a. Apa pendapat kamu mengenai kegiatan pembelajaran speaking di kelas XI Bahasa selama ini?
 - b. Apakah kamu menyukai kegiatan pembelajaran speaking menggunakan metode yg selama ini digunakan (drama)?
 - c. Apakah kegiatan tersebut membantu kamu dalam meningkatkan kemampuanmu dalam berbicara Bahasa Inggris?
 - d. Apa kesulitan terbesar kamu dalam bicara menggunakan Bahasa Inggris?
 - e. Apa usaha kamu dalam menghadapi kesulitan tersebut?
- B. Cycle 2
1. Guru Bahasa Inggris
- a. Bagaimana penilaian Anda terhadap kemampuan berbicara siswa dan pembelajaran speaking siswa di cycle 2 ini?
 - b. Apa saja kekurangan yang ada?
 - c. Kemajuan apa yang dicapai dalam cycle 2 ini?
 - d. Apakah dengan melakukan kegiatan ini interaksi antar siswa meningkat?
 - e. Apa saran Anda untuk kegiatan semacam ini?
 - f. Apakah siswa menyukai kegiatan ini?
2. Siswa
- a. Apa pendapat kamu mengenai kegiatan pembelajaran speaking di kelas XI Bahasa selama ini?
 - b. Apakah kamu menyukai kegiatan pembelajaran speaking menggunakan metode yg selama ini digunakan (drama)?

- c. Apakah kegiatan tersebut membantu kamu dalam meningkatkan kemampuanmu dalam berbicara Bahasa Inggris?
- d. Kemajuan apa yang kamu rasakan dalam pembelajaran speaking dengan menggunakan kegiatan ini?
- e. Kesan apa yang kamu dapat dari kegiatan drama ini?

Angket Awal Pengalaman Siswa dalam Pembelajaran Berbicara/Speaking

Pilihlah salah satu jawaban Ya atau Tidak dengan memberikan tanda silang (X) dalam kolom yang disediakan sesuai dengan pendapat Anda!

No.	Pertanyaan	Ya	Tidak
1.	Apakah Anda senang dengan pelajaran bahasa Inggris?		X
2.	Apakah menurut Anda pelajaran bahasa Inggris itu sulit?	X	
3.	Apakah Anda senang ketika mendapat pelajaran bahasa Inggris terutama pada keterampilan berbicara/ <i>speaking</i> ?		X
4.	Apakah guru Anda sering mengadakan kelas berbicara/ <i>speaking</i> ?		X
5.	Apakah anda senang jika mendapatkan tugas dalam bentuk keterampilan berbicara/ <i>speaking</i> dari guru?		X
6.	Apakah Anda percaya diri dalam melakukan kegiatan berbicara/ <i>speaking</i> ?		X
7.	Apakah menurut Anda kelas berbicara/ <i>speaking</i> cukup interaktif dan/atau komunikatif?		X
8.	Apakah Anda merasa bosan ketika pelajaran bahasa Inggris sedang berlangsung?	X	
9.	Apakah guru Anda lebih aktif daripada Anda ketika kegiatan belajar mengajar sedang berlangsung?	X	
10.	Apakah Anda sering melakukan interaksi dengan siswa lainnya mengenai materi pelajaran selama pelajaran Bahasa Inggris berlangsung?		X
11.	Apakah Anda mampu melafalkan kata/kalimat dalam Bahasa Inggris (pronunciation) dengan baik dan benar?		X
12.	Apakah Anda mampu berbicara dalam Bahasa Inggris dengan lancar?		X

Angket Awal Pengalaman Siswa dalam Pembelajaran Berbicara/Speaking

Pilihlah salah satu jawaban Ya atau Tidak dengan memberikan tanda silang (X) dalam kolom yang disediakan sesuai dengan pendapat Anda!

No.	Pertanyaan	Ya	Tidak
1.	Apakah Anda senang dengan pelajaran bahasa Inggris?		x
2.	Apakah menurut Anda pelajaran bahasa Inggris itu sulit?	x	
3.	Apakah Anda senang ketika mendapat pelajaran bahasa Inggris terutama pada keterampilan berbicara/ <i>speaking</i> ?		x
4.	Apakah guru Anda sering mengadakan kelas berbicara/ <i>speaking</i> ?		x
5.	Apakah anda senang jika mendapatkan tugas dalam bentuk keterampilan berbicara/ <i>speaking</i> dari guru?		x
6.	Apakah Anda percaya diri dalam melakukan kegiatan berbicara/ <i>speaking</i> ?		x
7.	Apakah menurut Anda kelas berbicara/ <i>speaking</i> cukup interaktif dan/atau komunikatif?		x
8.	Apakah Anda merasa bosan ketika pelajaran bahasa Inggris sedang berlangsung?	x	
9.	Apakah guru Anda lebih aktif daripada Anda ketika kegiatan belajar mengajar sedang berlangsung?	x	
10.	Apakah Anda sering melakukan interaksi dengan siswa lainnya mengenai materi pelajaran selama pelajaran Bahasa Inggris berlangsung?	x	
11.	Apakah Anda mampu melafalkan kata/kalimat dalam Bahasa Inggris (pronunciation) dengan baik dan benar?		x
12.	Apakah Anda mampu berbicara dalam Bahasa Inggris dengan lancar?		x

Angket Awal Pengalaman Siswa dalam Pembelajaran Berbicara/Speaking

Pilihlah salah satu jawaban Ya atau Tidak dengan memberikan tanda silang (X) dalam kolom yang disediakan sesuai dengan pendapat Anda!

No.	Pertanyaan	Ya	Tidak
1.	Apakah Anda senang dengan pelajaran bahasa Inggris?		X
2.	Apakah menurut Anda pelajaran bahasa Inggris itu sulit?	X	
3.	Apakah Anda senang ketika mendapat pelajaran bahasa Inggris terutama pada keterampilan berbicara/ <i>speaking</i> ?	X	
4.	Apakah guru Anda sering mengadakan kelas berbicara/ <i>speaking</i> ?		X
5.	Apakah anda senang jika mendapatkan tugas dalam bentuk keterampilan berbicara/ <i>speaking</i> dari guru?	X	
6.	Apakah Anda percaya diri dalam melakukan kegiatan berbicara/ <i>speaking</i> ?		X
7.	Apakah menurut Anda kelas berbicara/ <i>speaking</i> cukup interaktif dan/atau komunikatif?		X
8.	Apakah Anda merasa bosan ketika pelajaran bahasa Inggris sedang berlangsung?	X	
9.	Apakah guru Anda lebih aktif daripada Anda ketika kegiatan belajar mengajar sedang berlangsung?	X	
10.	Apakah Anda sering melakukan interaksi dengan siswa lainnya mengenai materi pelajaran selama pelajaran Bahasa Inggris berlangsung?		X
11.	Apakah Anda mampu melafalkan kata/kalimat dalam Bahasa Inggris (pronunciation) dengan baik dan benar?		X
12.	Apakah Anda mampu berbicara dalam Bahasa Inggris dengan lancar?		X

Angket Awal Pengalaman Siswa dalam Pembelajaran Berbicara/Speaking

Pilihlah salah satu jawaban Ya atau Tidak dengan memberikan tanda silang (X) dalam kolom yang disediakan sesuai dengan pendapat Anda!

No.	Pertanyaan	Ya	Tidak
1.	Apakah Anda senang dengan pelajaran bahasa Inggris?	X	
2.	Apakah menurut Anda pelajaran bahasa Inggris itu sulit?		X
3.	Apakah Anda senang ketika mendapat pelajaran bahasa Inggris terutama pada keterampilan berbicara/ <i>speaking</i> ?	X	
4.	Apakah guru Anda sering mengadakan kelas berbicara/ <i>speaking</i> ?		X
5.	Apakah anda senang jika mendapatkan tugas dalam bentuk keterampilan berbicara/ <i>speaking</i> dari guru?	X	
6.	Apakah Anda percaya diri dalam melakukan kegiatan berbicara/ <i>speaking</i> ?	X	
7.	Apakah menurut Anda kelas berbicara/ <i>speaking</i> cukup interaktif dan/atau komunikatif?		X
8.	Apakah Anda merasa bosan ketika pelajaran bahasa Inggris sedang berlangsung?		X
9.	Apakah guru Anda lebih aktif daripada Anda ketika kegiatan belajar mengajar sedang berlangsung?	X	
10.	Apakah Anda sering melakukan interaksi dengan siswa lainnya mengenai materi pelajaran selama pelajaran Bahasa Inggris berlangsung?	X	
11.	Apakah Anda mampu melafalkan kata/kalimat dalam Bahasa Inggris (pronunciation) dengan baik dan benar?		X
12.	Apakah Anda mampu berbicara dalam Bahasa Inggris dengan lancar?		X

Angket Awal Pengalaman Siswa dalam Pembelajaran Berbicara/Speaking

Pilihlah salah satu jawaban Ya atau Tidak dengan memberikan tanda silang (X) dalam kolom yang disediakan sesuai dengan pendapat Anda!

No.	Pertanyaan	Ya	Tidak
1.	Apakah Anda senang dengan pelajaran bahasa Inggris?		X
2.	Apakah menurut Anda pelajaran bahasa Inggris itu sulit?	X	
3.	Apakah Anda senang ketika mendapat pelajaran bahasa Inggris terutama pada keterampilan berbicara/ <i>speaking</i> ?		X
4.	Apakah guru Anda sering mengadakan kelas berbicara/ <i>speaking</i> ?		X
5.	Apakah anda senang jika mendapatkan tugas dalam bentuk keterampilan berbicara/ <i>speaking</i> dari guru?		X
6.	Apakah Anda percaya diri dalam melakukan kegiatan berbicara/ <i>speaking</i> ?		X
7.	Apakah menurut Anda kelas berbicara/ <i>speaking</i> cukup interaktif dan/atau komunikatif?		X
8.	Apakah Anda merasa bosan ketika pelajaran bahasa Inggris sedang berlangsung?	X	
9.	Apakah guru Anda lebih aktif daripada Anda ketika kegiatan belajar mengajar sedang berlangsung?	X	
10.	Apakah Anda sering melakukan interaksi dengan siswa lainnya mengenai materi pelajaran selama pelajaran Bahasa Inggris berlangsung?	X	
11.	Apakah Anda mampu melafalkan kata/kalimat dalam Bahasa Inggris (pronunciation) dengan baik dan benar?		X
12.	Apakah Anda mampu berbicara dalam Bahasa Inggris dengan lancar?		X

Angket Awal Pengalaman Siswa dalam Pembelajaran Berbicara/Speaking

Pilihlah salah satu jawaban Ya atau Tidak dengan memberikan tanda silang (X) dalam kolom yang disediakan sesuai dengan pendapat Anda!

No.	Pertanyaan	Ya	Tidak
1.	Apakah Anda senang dengan pelajaran bahasa Inggris?		X
2.	Apakah menurut Anda pelajaran bahasa Inggris itu sulit?	X	
3.	Apakah Anda senang ketika mendapat pelajaran bahasa Inggris terutama pada keterampilan berbicara/ <i>speaking</i> ?		X
4.	Apakah guru Anda sering mengadakan kelas berbicara/ <i>speaking</i> ?		X
5.	Apakah anda senang jika mendapatkan tugas dalam bentuk keterampilan berbicara/ <i>speaking</i> dari guru?		X
6.	Apakah Anda percaya diri dalam melakukan kegiatan berbicara/ <i>speaking</i> ?		X
7.	Apakah menurut Anda kelas berbicara/ <i>speaking</i> cukup interaktif dan/atau komunikatif?		X
8.	Apakah Anda merasa bosan ketika pelajaran bahasa Inggris sedang berlangsung?	X	
9.	Apakah guru Anda lebih aktif daripada Anda ketika kegiatan belajar mengajar sedang berlangsung?	X	
10.	Apakah Anda sering melakukan interaksi dengan siswa lainnya mengenai materi pelajaran selama pelajaran Bahasa Inggris berlangsung?		X
11.	Apakah Anda mampu melafalkan kata/kalimat dalam Bahasa Inggris (pronunciation) dengan baik dan benar?		X
12.	Apakah Anda mampu berbicara dalam Bahasa Inggris dengan lancar?		X

Angket Awal Pengalaman Siswa dalam Pembelajaran Berbicara/Speaking

Pilihlah salah satu jawaban Ya atau Tidak dengan memberikan tanda silang (X) dalam kolom yang disediakan sesuai dengan pendapat Anda!

No.	Pertanyaan	Ya	Tidak
1.	Apakah Anda senang dengan pelajaran bahasa Inggris?		X
2.	Apakah menurut Anda pelajaran bahasa Inggris itu sulit?	X	
3.	Apakah Anda senang ketika mendapat pelajaran bahasa Inggris terutama pada keterampilan berbicara/ <i>speaking</i> ?	X	
4.	Apakah guru Anda sering mengadakan kelas berbicara/ <i>speaking</i> ?		X
5.	Apakah anda senang jika mendapatkan tugas dalam bentuk keterampilan berbicara/ <i>speaking</i> dari guru?	X	
6.	Apakah Anda percaya diri dalam melakukan kegiatan berbicara/ <i>speaking</i> ?		X
7.	Apakah menurut Anda kelas berbicara/ <i>speaking</i> cukup interaktif dan/atau komunikatif?		X
8.	Apakah Anda merasa bosan ketika pelajaran bahasa Inggris sedang berlangsung?	X	
9.	Apakah guru Anda lebih aktif daripada Anda ketika kegiatan belajar mengajar sedang berlangsung?	X	
10.	Apakah Anda sering melakukan interaksi dengan siswa lainnya mengenai materi pelajaran selama pelajaran Bahasa Inggris berlangsung?		X
11.	Apakah Anda mampu melafalkan kata/kalimat dalam Bahasa Inggris (pronunciation) dengan baik dan benar?		X
12.	Apakah Anda mampu berbicara dalam Bahasa Inggris dengan lancar?		X

Angket Awal Pengalaman Siswa dalam Pembelajaran Berbicara/Speaking

Pilihlah salah satu jawaban Ya atau Tidak dengan memberikan tanda silang (X) dalam kolom yang disediakan sesuai dengan pendapat Anda!

No.	Pertanyaan	Ya	Tidak
1.	Apakah Anda senang dengan pelajaran bahasa Inggris?		X
2.	Apakah menurut Anda pelajaran bahasa Inggris itu sulit?	X	
3.	Apakah Anda senang ketika mendapat pelajaran bahasa Inggris terutama pada keterampilan berbicara/ <i>speaking</i> ?		X
4.	Apakah guru Anda sering mengadakan kelas berbicara/ <i>speaking</i> ?		X
5.	Apakah anda senang jika mendapatkan tugas dalam bentuk keterampilan berbicara/ <i>speaking</i> dari guru?		X
6.	Apakah Anda percaya diri dalam melakukan kegiatan berbicara/ <i>speaking</i> ?		X
7.	Apakah menurut Anda kelas berbicara/ <i>speaking</i> cukup interaktif dan/atau komunikatif?		X
8.	Apakah Anda merasa bosan ketika pelajaran bahasa Inggris sedang berlangsung?	X	
9.	Apakah guru Anda lebih aktif daripada Anda ketika kegiatan belajar mengajar sedang berlangsung?	X	
10.	Apakah Anda sering melakukan interaksi dengan siswa lainnya mengenai materi pelajaran selama pelajaran Bahasa Inggris berlangsung?		X
11.	Apakah Anda mampu melafalkan kata/kalimat dalam Bahasa Inggris (pronunciation) dengan baik dan benar?		X
12.	Apakah Anda mampu berbicara dalam Bahasa Inggris dengan lancar?		X

Angket Awal Pengalaman Siswa dalam Pembelajaran Berbicara/Speaking

Pilihlah salah satu jawaban Ya atau Tidak dengan memberikan tanda silang (X) dalam kolom yang disediakan sesuai dengan pendapat Anda!

No.	Pertanyaan	Ya	Tidak
1.	Apakah Anda senang dengan pelajaran bahasa Inggris?	X	
2.	Apakah menurut Anda pelajaran bahasa Inggris itu sulit?	X	
3.	Apakah Anda senang ketika mendapat pelajaran bahasa Inggris terutama pada keterampilan berbicara/ <i>speaking</i> ?	X	
4.	Apakah guru Anda sering mengadakan kelas berbicara/ <i>speaking</i> ?	X	
5.	Apakah anda senang jika mendapatkan tugas dalam bentuk keterampilan berbicara/ <i>speaking</i> dari guru?	X	
6.	Apakah Anda percaya diri dalam melakukan kegiatan berbicara/ <i>speaking</i> ?	X	
7.	Apakah menurut Anda kelas berbicara/ <i>speaking</i> cukup interaktif dan/atau komunikatif?	X	
8.	Apakah Anda merasa bosan ketika pelajaran bahasa Inggris sedang berlangsung?	X	
9.	Apakah guru Anda lebih aktif daripada Anda ketika kegiatan belajar mengajar sedang berlangsung?	X	
10.	Apakah Anda sering melakukan interaksi dengan siswa lainnya mengenai materi pelajaran selama pelajaran Bahasa Inggris berlangsung?		X
11.	Apakah Anda mampu melafalkan kata/kalimat dalam Bahasa Inggris (pronunciation) dengan baik dan benar?		X
12.	Apakah Anda mampu berbicara dalam Bahasa Inggris dengan lancar?		X

Angket Awal Pengalaman Siswa dalam Pembelajaran Berbicara/Speaking

Pilihlah salah satu jawaban Ya atau Tidak dengan memberikan tanda silang (X) dalam kolom yang disediakan sesuai dengan pendapat Anda!

No.	Pertanyaan	Ya	Tidak
1.	Apakah Anda senang dengan pelajaran bahasa Inggris?		X
2.	Apakah menurut Anda pelajaran bahasa Inggris itu sulit?	X	
3.	Apakah Anda senang ketika mendapat pelajaran bahasa Inggris terutama pada keterampilan berbicara/ <i>speaking</i> ?		X
4.	Apakah guru Anda sering mengadakan kelas berbicara/ <i>speaking</i> ?		X
5.	Apakah anda senang jika mendapatkan tugas dalam bentuk keterampilan berbicara/ <i>speaking</i> dari guru?		X
6.	Apakah Anda percaya diri dalam melakukan kegiatan berbicara/ <i>speaking</i> ?		X
7.	Apakah menurut Anda kelas berbicara/ <i>speaking</i> cukup interaktif dan/atau komunikatif?		X
8.	Apakah Anda merasa bosan ketika pelajaran bahasa Inggris sedang berlangsung?	X	
9.	Apakah guru Anda lebih aktif daripada Anda ketika kegiatan belajar mengajar sedang berlangsung?	X	
10.	Apakah Anda sering melakukan interaksi dengan siswa lainnya mengenai materi pelajaran selama pelajaran Bahasa Inggris berlangsung?		X
11.	Apakah Anda mampu melafalkan kata/kalimat dalam Bahasa Inggris (pronunciation) dengan baik dan benar?		X
12.	Apakah Anda mampu berbicara dalam Bahasa Inggris dengan lancar?		X

Angket Awal Pengalaman Siswa dalam Pembelajaran Berbicara/Speaking

Pilihlah salah satu jawaban Ya atau Tidak dengan memberikan tanda silang (X) dalam kolom yang disediakan sesuai dengan pendapat Anda!

No.	Pertanyaan	Ya	Tidak
1.	Apakah Anda senang dengan pelajaran bahasa Inggris?		X
2.	Apakah menurut Anda pelajaran bahasa Inggris itu sulit?	X	
3.	Apakah Anda senang ketika mendapat pelajaran bahasa Inggris terutama pada keterampilan berbicara/ <i>speaking</i> ?		X
4.	Apakah guru Anda sering mengadakan kelas berbicara/ <i>speaking</i> ?		X
5.	Apakah anda senang jika mendapatkan tugas dalam bentuk keterampilan berbicara/ <i>speaking</i> dari guru?		X
6.	Apakah Anda percaya diri dalam melakukan kegiatan berbicara/ <i>speaking</i> ?		X
7.	Apakah menurut Anda kelas berbicara/ <i>speaking</i> cukup interaktif dan/atau komunikatif?		X
8.	Apakah Anda merasa bosan ketika pelajaran bahasa Inggris sedang berlangsung?	X	
9.	Apakah guru Anda lebih aktif daripada Anda ketika kegiatan belajar mengajar sedang berlangsung?	X	
10.	Apakah Anda sering melakukan interaksi dengan siswa lainnya mengenai materi pelajaran selama pelajaran Bahasa Inggris berlangsung?		X
11.	Apakah Anda mampu melafalkan kata/kalimat dalam Bahasa Inggris (pronunciation) dengan baik dan benar?		X
12.	Apakah Anda mampu berbicara dalam Bahasa Inggris dengan lancar?		X

Angket Awal Pengalaman Siswa dalam Pembelajaran Berbicara/Speaking

Pilihlah salah satu jawaban Ya atau Tidak dengan memberikan tanda silang (X) dalam kolom yang disediakan sesuai dengan pendapat Anda!

No.	Pertanyaan	Ya	Tidak
1.	Apakah Anda senang dengan pelajaran bahasa Inggris?		X
2.	Apakah menurut Anda pelajaran bahasa Inggris itu sulit?	X	
3.	Apakah Anda senang ketika mendapat pelajaran bahasa Inggris terutama pada keterampilan berbicara/ <i>speaking</i> ?		X
4.	Apakah guru Anda sering mengadakan kelas berbicara/ <i>speaking</i> ?		X
5.	Apakah anda senang jika mendapatkan tugas dalam bentuk keterampilan berbicara/ <i>speaking</i> dari guru?		X
6.	Apakah Anda percaya diri dalam melakukan kegiatan berbicara/ <i>speaking</i> ?		X
7.	Apakah menurut Anda kelas berbicara/ <i>speaking</i> cukup interaktif dan/atau komunikatif?		X
8.	Apakah Anda merasa bosan ketika pelajaran bahasa Inggris sedang berlangsung?	X	
9.	Apakah guru Anda lebih aktif daripada Anda ketika kegiatan belajar mengajar sedang berlangsung?	X	
10.	Apakah Anda sering melakukan interaksi dengan siswa lainnya mengenai materi pelajaran selama pelajaran Bahasa Inggris berlangsung?		X
11.	Apakah Anda mampu melafalkan kata/kalimat dalam Bahasa Inggris (pronunciation) dengan baik dan benar?		X
12.	Apakah Anda mampu berbicara dalam Bahasa Inggris dengan lancar?		X

Angket Awal Pengalaman Siswa dalam Pembelajaran Berbicara/Speaking

Pilihlah salah satu jawaban Ya atau Tidak dengan memberikan tanda silang (X) dalam kolom yang disediakan sesuai dengan pendapat Anda!

No.	Pertanyaan	Ya	Tidak
1.	Apakah Anda senang dengan pelajaran bahasa Inggris?		X
2.	Apakah menurut Anda pelajaran bahasa Inggris itu sulit?	X	
3.	Apakah Anda senang ketika mendapat pelajaran bahasa Inggris terutama pada keterampilan berbicara/ <i>speaking</i> ?		X
4.	Apakah guru Anda sering mengadakan kelas berbicara/ <i>speaking</i> ?		X
5.	Apakah anda senang jika mendapatkan tugas dalam bentuk keterampilan berbicara/ <i>speaking</i> dari guru?		X
6.	Apakah Anda percaya diri dalam melakukan kegiatan berbicara/ <i>speaking</i> ?		X
7.	Apakah menurut Anda kelas berbicara/ <i>speaking</i> cukup interaktif dan/atau komunikatif?		X
8.	Apakah Anda merasa bosan ketika pelajaran bahasa Inggris sedang berlangsung?	X	
9.	Apakah guru Anda lebih aktif daripada Anda ketika kegiatan belajar mengajar sedang berlangsung?	X	
10.	Apakah Anda sering melakukan interaksi dengan siswa lainnya mengenai materi pelajaran selama pelajaran Bahasa Inggris berlangsung?		X
11.	Apakah Anda mampu melafalkan kata/kalimat dalam Bahasa Inggris (pronunciation) dengan baik dan benar?		X
12.	Apakah Anda mampu berbicara dalam Bahasa Inggris dengan lancar?		X

Angket Awal Pengalaman Siswa dalam Pembelajaran Berbicara/Speaking

Pilihlah salah satu jawaban Ya atau Tidak dengan memberikan tanda silang (X) dalam kolom yang disediakan sesuai dengan pendapat Anda!

No.	Pertanyaan	Ya	Tidak
1.	Apakah Anda senang dengan pelajaran bahasa Inggris?		✗
2.	Apakah menurut Anda pelajaran bahasa Inggris itu sulit?	✗	
3.	Apakah Anda senang ketika mendapat pelajaran bahasa Inggris terutama pada keterampilan berbicara/ <i>speaking</i> ?		✗
4.	Apakah guru Anda sering mengadakan kelas berbicara/ <i>speaking</i> ?		✗
5.	Apakah anda senang jika mendapatkan tugas dalam bentuk keterampilan berbicara/ <i>speaking</i> dari guru?		✗
6.	Apakah Anda percaya diri dalam melakukan kegiatan berbicara/ <i>speaking</i> ?		✗
7.	Apakah menurut Anda kelas berbicara/ <i>speaking</i> cukup interaktif dan/atau komunikatif?		✗
8.	Apakah Anda merasa bosan ketika pelajaran bahasa Inggris sedang berlangsung?	✗	
9.	Apakah guru Anda lebih aktif daripada Anda ketika kegiatan belajar mengajar sedang berlangsung?	✗	
10.	Apakah Anda sering melakukan interaksi dengan siswa lainnya mengenai materi pelajaran selama pelajaran Bahasa Inggris berlangsung?		✗
11.	Apakah Anda mampu melafalkan kata/kalimat dalam Bahasa Inggris (pronunciation) dengan baik dan benar?		✗
12.	Apakah Anda mampu berbicara dalam Bahasa Inggris dengan lancar?		✗

Angket Awal Pengalaman Siswa dalam Pembelajaran Berbicara/Speaking

Pilihlah salah satu jawaban Ya atau Tidak dengan memberikan tanda silang (X) dalam kolom yang disediakan sesuai dengan pendapat Anda!

No.	Pertanyaan	Ya	Tidak
1.	Apakah Anda senang dengan pelajaran bahasa Inggris?		X
2.	Apakah menurut Anda pelajaran bahasa Inggris itu sulit?	X	
3.	Apakah Anda senang ketika mendapat pelajaran bahasa Inggris terutama pada keterampilan berbicara/ <i>speaking</i> ?		X
4.	Apakah guru Anda sering mengadakan kelas berbicara/ <i>speaking</i> ?		X
5.	Apakah anda senang jika mendapatkan tugas dalam bentuk keterampilan berbicara/ <i>speaking</i> dari guru?		X
6.	Apakah Anda percaya diri dalam melakukan kegiatan berbicara/ <i>speaking</i> ?		X
7.	Apakah menurut Anda kelas berbicara/ <i>speaking</i> cukup interaktif dan/atau komunikatif?		X
8.	Apakah Anda merasa bosan ketika pelajaran bahasa Inggris sedang berlangsung?	X	
9.	Apakah guru Anda lebih aktif daripada Anda ketika kegiatan belajar mengajar sedang berlangsung?	X	
10.	Apakah Anda sering melakukan interaksi dengan siswa lainnya mengenai materi pelajaran selama pelajaran Bahasa Inggris berlangsung?		X
11.	Apakah Anda mampu melafalkan kata/kalimat dalam Bahasa Inggris (pronunciation) dengan baik dan benar?		X
12.	Apakah Anda mampu berbicara dalam Bahasa Inggris dengan lancar?		X

Angket Awal Pengalaman Siswa dalam Pembelajaran Berbicara/Speaking

Pilihlah salah satu jawaban Ya atau Tidak dengan memberikan tanda silang (X) dalam kolom yang disediakan sesuai dengan pendapat Anda!

No.	Pertanyaan	Ya	Tidak
1.	Apakah Anda senang dengan pelajaran bahasa Inggris?		X
2.	Apakah menurut Anda pelajaran bahasa Inggris itu sulit?	X	
3.	Apakah Anda senang ketika mendapat pelajaran bahasa Inggris terutama pada keterampilan berbicara/ <i>speaking</i> ?		X
4.	Apakah guru Anda sering mengadakan kelas berbicara/ <i>speaking</i> ?		X
5.	Apakah anda senang jika mendapatkan tugas dalam bentuk keterampilan berbicara/ <i>speaking</i> dari guru?		X
6.	Apakah Anda percaya diri dalam melakukan kegiatan berbicara/ <i>speaking</i> ?		X
7.	Apakah menurut Anda kelas berbicara/ <i>speaking</i> cukup interaktif dan/atau komunikatif?		X
8.	Apakah Anda merasa bosan ketika pelajaran bahasa Inggris sedang berlangsung?	X	
9.	Apakah guru Anda lebih aktif daripada Anda ketika kegiatan belajar mengajar sedang berlangsung?	X	
10.	Apakah Anda sering melakukan interaksi dengan siswa lainnya mengenai materi pelajaran selama pelajaran Bahasa Inggris berlangsung?		X
11.	Apakah Anda mampu melafalkan kata/kalimat dalam Bahasa Inggris (pronunciation) dengan baik dan benar?		X
12.	Apakah Anda mampu berbicara dalam Bahasa Inggris dengan lancar?		X

Angket Awal Pengalaman Siswa dalam Pembelajaran Berbicara/Speaking

Pilihlah salah satu jawaban Ya atau Tidak dengan memberikan tanda silang (X) dalam kolom yang disediakan sesuai dengan pendapat Anda!

No.	Pertanyaan	Ya	Tidak
1.	Apakah Anda senang dengan pelajaran bahasa Inggris?		×
2.	Apakah menurut Anda pelajaran bahasa Inggris itu sulit?	×	
3.	Apakah Anda senang ketika mendapat pelajaran bahasa Inggris terutama pada keterampilan berbicara/ <i>speaking</i> ?		×
4.	Apakah guru Anda sering mengadakan kelas berbicara/ <i>speaking</i> ?		×
5.	Apakah anda senang jika mendapatkan tugas dalam bentuk keterampilan berbicara/ <i>speaking</i> dari guru?		×
6.	Apakah Anda percaya diri dalam melakukan kegiatan berbicara/ <i>speaking</i> ?		×
7.	Apakah menurut Anda kelas berbicara/ <i>speaking</i> cukup interaktif dan/atau komunikatif?		×
8.	Apakah Anda merasa bosan ketika pelajaran bahasa Inggris sedang berlangsung?	×	
9.	Apakah guru Anda lebih aktif daripada Anda ketika kegiatan belajar mengajar sedang berlangsung?	×	
10.	Apakah Anda sering melakukan interaksi dengan siswa lainnya mengenai materi pelajaran selama pelajaran Bahasa Inggris berlangsung?		×
11.	Apakah Anda mampu melafalkan kata/kalimat dalam Bahasa Inggris (pronunciation) dengan baik dan benar?		×
12.	Apakah Anda mampu berbicara dalam Bahasa Inggris dengan lancar?		×

Angket Awal Pengalaman Siswa dalam Pembelajaran Berbicara/Speaking

Pilihlah salah satu jawaban Ya atau Tidak dengan memberikan tanda silang (X) dalam kolom yang disediakan sesuai dengan pendapat Anda!

No.	Pertanyaan	Ya	Tidak
1.	Apakah Anda senang dengan pelajaran bahasa Inggris?		×
2.	Apakah menurut Anda pelajaran bahasa Inggris itu sulit?	×	
3.	Apakah Anda senang ketika mendapat pelajaran bahasa Inggris terutama pada keterampilan berbicara/ <i>speaking</i> ?		×
4.	Apakah guru Anda sering mengadakan kelas berbicara/ <i>speaking</i> ?		×
5.	Apakah anda senang jika mendapatkan tugas dalam bentuk keterampilan berbicara/ <i>speaking</i> dari guru?		×
6.	Apakah Anda percaya diri dalam melakukan kegiatan berbicara/ <i>speaking</i> ?		×
7.	Apakah menurut Anda kelas berbicara/ <i>speaking</i> cukup interaktif dan/atau komunikatif?		×
8.	Apakah Anda merasa bosan ketika pelajaran bahasa Inggris sedang berlangsung?	×	
9.	Apakah guru Anda lebih aktif daripada Anda ketika kegiatan belajar mengajar sedang berlangsung?	×	
10.	Apakah Anda sering melakukan interaksi dengan siswa lainnya mengenai materi pelajaran selama pelajaran Bahasa Inggris berlangsung?		×
11.	Apakah Anda mampu melafalkan kata/kalimat dalam Bahasa Inggris (pronunciation) dengan baik dan benar?		×
12.	Apakah Anda mampu berbicara dalam Bahasa Inggris dengan lancar?		×

Angket Awal Pengalaman Siswa dalam Pembelajaran Berbicara/Speaking

Pilihlah salah satu jawaban Ya atau Tidak dengan memberikan tanda silang (X) dalam kolom yang disediakan sesuai dengan pendapat Anda!

No.	Pertanyaan	Ya	Tidak
1.	Apakah Anda senang dengan pelajaran bahasa Inggris?		×
2.	Apakah menurut Anda pelajaran bahasa Inggris itu sulit?	×	
3.	Apakah Anda senang ketika mendapat pelajaran bahasa Inggris terutama pada keterampilan berbicara/ <i>speaking</i> ?		×
4.	Apakah guru Anda sering mengadakan kelas berbicara/ <i>speaking</i> ?		×
5.	Apakah anda senang jika mendapatkan tugas dalam bentuk keterampilan berbicara/ <i>speaking</i> dari guru?		×
6.	Apakah Anda percaya diri dalam melakukan kegiatan berbicara/ <i>speaking</i> ?		×
7.	Apakah menurut Anda kelas berbicara/ <i>speaking</i> cukup interaktif dan/atau komunikatif?		×
8.	Apakah Anda merasa bosan ketika pelajaran bahasa Inggris sedang berlangsung?	×	
9.	Apakah guru Anda lebih aktif daripada Anda ketika kegiatan belajar mengajar sedang berlangsung?	×	
10.	Apakah Anda sering melakukan interaksi dengan siswa lainnya mengenai materi pelajaran selama pelajaran Bahasa Inggris berlangsung?		×
11.	Apakah Anda mampu melafalkan kata/kalimat dalam Bahasa Inggris (pronunciation) dengan baik dan benar?		×
12.	Apakah Anda mampu berbicara dalam Bahasa Inggris dengan lancar?		×

ANGKET REFLEKSI SIKLUS I DAN II

Pilihlah salah satu jawaban Ya atau Tidak dengan memberikan tanda silang (X) dalam kolom yang disediakan sesuai dengan pendapat Anda!

No.	Pernyataan	Ya	Tidak
1	Saya menyukai pembelajaran bahasa Inggris dengan menggunakan cara belajar seperti yang telah dilakukan selama ini (drama)	X	
3	Penggunaan model pembelajaran drama dalam pelajaran berbicara/ <i>speaking</i> baru pertama kali ini saya terima.	X	
4	Menurut Saya, pembelajaran bahasa Inggris dengan menggunakan cara belajar tersebut membuat suasana kelas menyenangkan dan tidak tegang	X	
5	Pembelajaran berbicara/ <i>speaking</i> dengan penggunaan model pembelajaran <i>drama</i> membuat saya menjadi tertarik dengan pelajaran berbicara/ <i>speaking</i> .	X	
6	Pembelajaran berbicara/ <i>speaking</i> dengan penggunaan model pembelajaran <i>drama</i> mendorong saya untuk mempraktikkan keterampilan berbicara/ <i>speaking</i> .	X	
7	Saya merasa banyak melakukan interaksi dengan teman-teman baik saat mempelajari <i>speaking</i> menggunakan drama	X	
8	Menurut Saya, dengan menggunakan cara belajar selama ini, Saya dapat melatih kemampuan berbicara dalam bahasa Inggris Saya agar lebih lancar dan benar	X	
9	Menurut Saya, dengan menggunakan cara belajar selama ini, Saya dapat melafalkan dengan lebih baik ketika berbicara	X	
10	Menurut saya, pembelajaran bahasa Inggris dengan menggunakan cara tersebut efektif untuk meningkatkan kemampuan Saya dalam berbicara bahasa Inggris	X	
11	Pembelajaran berbicara/ <i>speaking</i> dengan menggunakan drama ini hendaknya dilakukan terus-menerus agar siswa lebih paham dan terampil dalam berbicara.	X	

ANGKET REFLEKSI SIKLUS I DAN II

Pilihlah salah satu jawaban Ya atau Tidak dengan memberikan tanda silang (X) dalam kolom yang disediakan sesuai dengan pendapat Anda!

No.	Pernyataan	Ya	Tidak
1	Saya menyukai pembelajaran bahasa Inggris dengan menggunakan cara belajar seperti yang telah dilakukan selama ini (drama)	X	
3	Penggunaan model pembelajaran drama dalam pelajaran berbicara/ <i>speaking</i> baru pertama kali ini saya terima.	X	
4	Menurut Saya, pembelajaran bahasa Inggris dengan menggunakan cara belajar tersebut membuat suasana kelas menyenangkan dan tidak tegang	X	
5	Pembelajaran berbicara/ <i>speaking</i> dengan penggunaan model pembelajaran <i>drama</i> membuat saya menjadi tertarik dengan pelajaran berbicara/ <i>speaking</i> .	X	
6	Pembelajaran berbicara/ <i>speaking</i> dengan penggunaan model pembelajaran <i>drama</i> mendorong saya untuk mempraktikkan keterampilan berbicara/ <i>speaking</i> .	X	
7	Saya merasa banyak melakukan interaksi dengan teman-teman baik saat mempelajari <i>speaking</i> menggunakan drama	X	
8	Menurut Saya, dengan menggunakan cara belajar selama ini, Saya dapat melatih kemampuan berbicara dalam bahasa Inggris Saya agar lebih lancar dan benar	X	
9	Menurut Saya, dengan menggunakan cara belajar selama ini, Saya dapat melafalkan dengan lebih baik ketika berbicara	X	
10	Menurut saya, pembelajaran bahasa Inggris dengan menggunakan cara tersebut efektif untuk meningkatkan kemampuan Saya dalam berbicara bahasa Inggris	X	
11	Pembelajaran berbicara/ <i>speaking</i> dengan menggunakan drama ini hendaknya dilakukan terus-menerus agar siswa lebih paham dan terampil dalam berbicara.	X	

ANGKET REFLEKSI SIKLUS I DAN II

Pilihlah salah satu jawaban Ya atau Tidak dengan memberikan tanda silang (X) dalam kolom yang disediakan sesuai dengan pendapat Anda!

No.	Pernyataan	Ya	Tidak
1	Saya menyukai pembelajaran bahasa Inggris dengan menggunakan cara belajar seperti yang telah dilakukan selama ini (drama)	X	
3	Penggunaan model pembelajaran drama dalam pelajaran berbicara/ <i>speaking</i> baru pertama kali ini saya terima.	X	
4	Menurut Saya, pembelajaran bahasa Inggris dengan menggunakan cara belajar tersebut membuat suasana kelas menyenangkan dan tidak tegang	X	
5	Pembelajaran berbicara/ <i>speaking</i> dengan penggunaan model pembelajaran <i>drama</i> membuat saya menjadi tertarik dengan pelajaran berbicara/ <i>speaking</i> .	X	
6	Pembelajaran berbicara/ <i>speaking</i> dengan penggunaan model pembelajaran <i>drama</i> mendorong saya untuk mempraktikkan keterampilan berbicara/ <i>speaking</i> .	X	
7	Saya merasa banyak melakukan interaksi dengan teman-teman baik saat mempelajari <i>speaking</i> menggunakan drama	X	
8	Menurut Saya, dengan menggunakan cara belajar selama ini, Saya dapat melatih kemampuan berbicara dalam bahasa Inggris Saya agar lebih lancar dan benar	X	
9	Menurut Saya, dengan menggunakan cara belajar selama ini, Saya dapat melafalkan dengan lebih baik ketika berbicara	X	
10	Menurut saya, pembelajaran bahasa Inggris dengan menggunakan cara tersebut efektif untuk meningkatkan kemampuan Saya dalam berbicara bahasa Inggris	X	
11	Pembelajaran berbicara/ <i>speaking</i> dengan menggunakan drama ini hendaknya dilakukan terus-menerus agar siswa lebih paham dan terampil dalam berbicara.	X	

ANGKET REFLEKSI SIKLUS I DAN II

Pilihlah salah satu jawaban Ya atau Tidak dengan memberikan tanda silang (X) dalam kolom yang disediakan sesuai dengan pendapat Anda!

No.	Pernyataan	Ya	Tidak
1	Saya menyukai pembelajaran bahasa Inggris dengan menggunakan cara belajar seperti yang telah dilakukan selama ini (drama)	X	
3	Penggunaan model pembelajaran drama dalam pelajaran berbicara/ <i>speaking</i> baru pertama kali ini saya terima.	X	
4	Menurut Saya, pembelajaran bahasa Inggris dengan menggunakan cara belajar tersebut membuat suasana kelas menyenangkan dan tidak tegang	X	
5	Pembelajaran berbicara/ <i>speaking</i> dengan penggunaan model pembelajaran <i>drama</i> membuat saya menjadi tertarik dengan pelajaran berbicara/ <i>speaking</i> .	X	
6	Pembelajaran berbicara/ <i>speaking</i> dengan penggunaan model pembelajaran <i>drama</i> mendorong saya untuk mempraktikkan keterampilan berbicara/ <i>speaking</i> .	X	
7	Saya merasa banyak melakukan interaksi dengan teman-teman baik saat mempelajari <i>speaking</i> menggunakan drama	X	
8	Menurut Saya, dengan menggunakan cara belajar selama ini, Saya dapat melatih kemampuan berbicara dalam bahasa Inggris Saya agar lebih lancar dan benar	X	
9	Menurut Saya, dengan menggunakan cara belajar selama ini, Saya dapat melafalkan dengan lebih baik ketika berbicara	X	
10	Menurut saya, pembelajaran bahasa Inggris dengan menggunakan cara tersebut efektif untuk meningkatkan kemampuan Saya dalam berbicara bahasa Inggris	X	
11	Pembelajaran berbicara/ <i>speaking</i> dengan menggunakan drama ini hendaknya dilakukan terus-menerus agar siswa lebih paham dan terampil dalam berbicara.	X	

ANGKET REFLEKSI SIKLUS I DAN II

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1	Saya menyukai pembelajaran bahasa Inggris dengan menggunakan cara belajar seperti yang telah dilakukan selama ini (drama)	X	
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4	Menurut Saya, pembelajaran bahasa Inggris dengan menggunakan cara belajar tersebut membuat suasana kelas menyenangkan dan tidak tegang	X	
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6	Pembelajaran berbicara/ <i>speaking</i> dengan penggunaan model pembelajaran <i>drama</i> mendorong saya untuk mempraktikkan keterampilan berbicara/ <i>speaking</i> .	X	
7	Saya merasa banyak melakukan interaksi dengan teman-teman baik saat mempelajari <i>speaking</i> menggunakan drama	X	
8	Menurut Saya, dengan menggunakan cara belajar selama ini, Saya dapat melatih kemampuan berbicara dalam bahasa Inggris Saya agar lebih lancar dan benar	X	
9	Menurut Saya, dengan menggunakan cara belajar selama ini, Saya dapat melafalkan dengan lebih baik ketika berbicara	X	
10	Menurut saya, pembelajaran bahasa Inggris dengan menggunakan cara tersebut efektif untuk meningkatkan kemampuan Saya dalam berbicara bahasa Inggris	X	
11	Pembelajaran berbicara/ <i>speaking</i> dengan menggunakan drama ini hendaknya dilakukan terus-menerus agar siswa lebih paham dan terampil dalam berbicara.	X	

ANGKET REFLEKSI SIKLUS I DAN II

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No.	Pernyataan	Ya	Tidak
1	Saya menyukai pembelajaran bahasa Inggris dengan menggunakan cara belajar seperti yang telah dilakukan selama ini (drama)	X	
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6	Pembelajaran berbicara/ <i>speaking</i> dengan penggunaan model pembelajaran <i>drama</i> mendorong saya untuk mempraktikkan keterampilan berbicara/ <i>speaking</i> .	X	
7	Saya merasa banyak melakukan interaksi dengan teman-teman baik saat mempelajari <i>speaking</i> menggunakan drama	X	
8	Menurut Saya, dengan menggunakan cara belajar selama ini, Saya dapat melatih kemampuan berbicara dalam bahasa Inggris Saya agar lebih lancar dan benar	X	
9	Menurut Saya, dengan menggunakan cara belajar selama ini, Saya dapat melafalkan dengan lebih baik ketika berbicara	X	
10	Menurut saya, pembelajaran bahasa Inggris dengan menggunakan cara tersebut efektif untuk meningkatkan kemampuan Saya dalam berbicara bahasa Inggris	X	
11	Pembelajaran berbicara/ <i>speaking</i> dengan menggunakan drama ini hendaknya dilakukan terus-menerus agar siswa lebih paham dan terampil dalam berbicara.	X	

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No.	Pernyataan	Ya	Tidak
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4	Menurut Saya, pembelajaran bahasa Inggris dengan menggunakan cara belajar tersebut membuat suasana kelas menyenangkan dan tidak tegang	X	
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6	Pembelajaran berbicara/ <i>speaking</i> dengan penggunaan model pembelajaran <i>drama</i> mendorong saya untuk mempraktikkan keterampilan berbicara/ <i>speaking</i> .	X	
7	Saya merasa banyak melakukan interaksi dengan teman-teman baik saat mempelajari <i>speaking</i> menggunakan drama	X	
8	Menurut Saya, dengan menggunakan cara belajar selama ini, Saya dapat melatih kemampuan berbicara dalam bahasa Inggris Saya agar lebih lancar dan benar	X	
9	Menurut Saya, dengan menggunakan cara belajar selama ini, Saya dapat melafalkan dengan lebih baik ketika berbicara	X	
10	Menurut saya, pembelajaran bahasa Inggris dengan menggunakan cara tersebut efektif untuk meningkatkan kemampuan Saya dalam berbicara bahasa Inggris	X	
11	Pembelajaran berbicara/ <i>speaking</i> dengan menggunakan drama ini hendaknya dilakukan terus-menerus agar siswa lebih paham dan terampil dalam berbicara.	X	

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No.	Pernyataan	Ya	Tidak
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4	Menurut Saya, pembelajaran bahasa Inggris dengan menggunakan cara belajar tersebut membuat suasana kelas menyenangkan dan tidak tegang	X	
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6	Pembelajaran berbicara/ <i>speaking</i> dengan penggunaan model pembelajaran <i>drama</i> mendorong saya untuk mempraktikkan keterampilan berbicara/ <i>speaking</i> .	X	
7	Saya merasa banyak melakukan interaksi dengan teman-teman baik saat mempelajari <i>speaking</i> menggunakan drama	X	
8	Menurut Saya, dengan menggunakan cara belajar selama ini, Saya dapat melatih kemampuan berbicara dalam bahasa Inggris Saya agar lebih lancar dan benar	X	
9	Menurut Saya, dengan menggunakan cara belajar selama ini, Saya dapat melafalkan dengan lebih baik ketika berbicara	X	
10	Menurut saya, pembelajaran bahasa Inggris dengan menggunakan cara tersebut efektif untuk meningkatkan kemampuan Saya dalam berbicara bahasa Inggris	X	
11	Pembelajaran berbicara/ <i>speaking</i> dengan menggunakan drama ini hendaknya dilakukan terus-menerus agar siswa lebih paham dan terampil dalam berbicara.	X	

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7	Saya merasa banyak melakukan interaksi dengan teman-teman baik saat mempelajari <i>speaking</i> menggunakan drama	X	
8	Menurut Saya, dengan menggunakan cara belajar selama ini, Saya dapat melatih kemampuan berbicara dalam bahasa Inggris Saya agar lebih lancar dan benar	X	
9	Menurut Saya, dengan menggunakan cara belajar selama ini, Saya dapat melafalkan dengan lebih baik ketika berbicara	X	
10	Menurut saya, pembelajaran bahasa Inggris dengan menggunakan cara tersebut efektif untuk meningkatkan kemampuan Saya dalam berbicara bahasa Inggris	X	
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No.	Pernyataan	Ya	Tidak
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6	Pembelajaran berbicara/ <i>speaking</i> dengan penggunaan model pembelajaran <i>drama</i> mendorong saya untuk mempraktikkan keterampilan berbicara/ <i>speaking</i> .	X	
7	Saya merasa banyak melakukan interaksi dengan teman-teman baik saat mempelajari <i>speaking</i> menggunakan drama	X	
8	Menurut Saya, dengan menggunakan cara belajar selama ini, Saya dapat melatih kemampuan berbicara dalam bahasa Inggris Saya agar lebih lancar dan benar	X	
9	Menurut Saya, dengan menggunakan cara belajar selama ini, Saya dapat melafalkan dengan lebih baik ketika berbicara	X	
10	Menurut saya, pembelajaran bahasa Inggris dengan menggunakan cara tersebut efektif untuk meningkatkan kemampuan Saya dalam berbicara bahasa Inggris	X	
11	Pembelajaran berbicara/ <i>speaking</i> dengan menggunakan drama ini hendaknya dilakukan terus-menerus agar siswa lebih paham dan terampil dalam berbicara.	X	

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3	Penggunaan model pembelajaran drama dalam pelajaran berbicara/ <i>speaking</i> baru pertama kali ini saya terima.	X	
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7	Saya merasa banyak melakukan interaksi dengan teman-teman baik saat mempelajari <i>speaking</i> menggunakan drama	X	
8	Menurut Saya, dengan menggunakan cara belajar selama ini, Saya dapat melatih kemampuan berbicara dalam bahasa Inggris Saya agar lebih lancar dan benar	X	
9	Menurut Saya, dengan menggunakan cara belajar selama ini, Saya dapat melafalkan dengan lebih baik ketika berbicara	X	
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11	Pembelajaran berbicara/ <i>speaking</i> dengan menggunakan drama ini hendaknya dilakukan terus-menerus agar siswa lebih paham dan terampil dalam berbicara.	X	

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7	Saya merasa banyak melakukan interaksi dengan teman-teman baik saat mempelajari <i>speaking</i> menggunakan drama	X	
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11	Pembelajaran berbicara/ <i>speaking</i> dengan menggunakan drama ini hendaknya dilakukan terus-menerus agar siswa lebih paham dan terampil dalam berbicara.	X	

ANGKET REFLEKSI SIKLUS I DAN II

Pilihlah salah satu jawaban Ya atau Tidak dengan memberikan tanda silang (X) dalam kolom yang disediakan sesuai dengan pendapat Anda!

No.	Pernyataan	Ya	Tidak
1	Saya menyukai pembelajaran bahasa Inggris dengan menggunakan cara belajar seperti yang telah dilakukan selama ini (drama)	X	
3	Penggunaan model pembelajaran drama dalam pelajaran berbicara/ <i>speaking</i> baru pertama kali ini saya terima.	X	
4	Menurut Saya, pembelajaran bahasa Inggris dengan menggunakan cara belajar tersebut membuat suasana kelas menyenangkan dan tidak tegang	X	
5	Pembelajaran berbicara/ <i>speaking</i> dengan penggunaan model pembelajaran <i>drama</i> membuat saya menjadi tertarik dengan pelajaran berbicara/ <i>speaking</i> .	X	
6	Pembelajaran berbicara/ <i>speaking</i> dengan penggunaan model pembelajaran <i>drama</i> mendorong saya untuk mempraktikkan keterampilan berbicara/ <i>speaking</i> .	X	
7	Saya merasa banyak melakukan interaksi dengan teman-teman baik saat mempelajari <i>speaking</i> menggunakan drama	X	
8	Menurut Saya, dengan menggunakan cara belajar selama ini, Saya dapat melatih kemampuan berbicara dalam bahasa Inggris Saya agar lebih lancar dan benar	X	
9	Menurut Saya, dengan menggunakan cara belajar selama ini, Saya dapat melafalkan dengan lebih baik ketika berbicara	X	
10	Menurut saya, pembelajaran bahasa Inggris dengan menggunakan cara tersebut efektif untuk meningkatkan kemampuan Saya dalam berbicara bahasa Inggris	X	
11	Pembelajaran berbicara/ <i>speaking</i> dengan menggunakan drama ini hendaknya dilakukan terus-menerus agar siswa lebih paham dan terampil dalam berbicara.	X	

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No.	Pernyataan	Ya	Tidak
1	Saya menyukai pembelajaran bahasa Inggris dengan menggunakan cara belajar seperti yang telah dilakukan selama ini (drama)	X	
3	Penggunaan model pembelajaran drama dalam pelajaran berbicara/ <i>speaking</i> baru pertama kali ini saya terima.	X	
4	Menurut Saya, pembelajaran bahasa Inggris dengan menggunakan cara belajar tersebut membuat suasana kelas menyenangkan dan tidak tegang	X	
5	Pembelajaran berbicara/ <i>speaking</i> dengan penggunaan model pembelajaran <i>drama</i> membuat saya menjadi tertarik dengan pelajaran berbicara/ <i>speaking</i> .	X	
6	Pembelajaran berbicara/ <i>speaking</i> dengan penggunaan model pembelajaran <i>drama</i> mendorong saya untuk mempraktikkan keterampilan berbicara/ <i>speaking</i> .	X	
7	Saya merasa banyak melakukan interaksi dengan teman-teman baik saat mempelajari <i>speaking</i> menggunakan drama	X	
8	Menurut Saya, dengan menggunakan cara belajar selama ini, Saya dapat melatih kemampuan berbicara dalam bahasa Inggris Saya agar lebih lancar dan benar	X	
9	Menurut Saya, dengan menggunakan cara belajar selama ini, Saya dapat melafalkan dengan lebih baik ketika berbicara	X	
10	Menurut saya, pembelajaran bahasa Inggris dengan menggunakan cara tersebut efektif untuk meningkatkan kemampuan Saya dalam berbicara bahasa Inggris	X	
11	Pembelajaran berbicara/ <i>speaking</i> dengan menggunakan drama ini hendaknya dilakukan terus-menerus agar siswa lebih paham dan terampil dalam berbicara.	X	

ANGKET REFLEKSI SIKLUS I DAN II

Pilihlah salah satu jawaban Ya atau Tidak dengan memberikan tanda silang (X) dalam kolom yang disediakan sesuai dengan pendapat Anda!

No.	Pernyataan	Ya	Tidak
1	Saya menyukai pembelajaran bahasa Inggris dengan menggunakan cara belajar seperti yang telah dilakukan selama ini (drama)	X	
3	Penggunaan model pembelajaran drama dalam pelajaran berbicara/ <i>speaking</i> baru pertama kali ini saya terima.	X	
4	Menurut Saya, pembelajaran bahasa Inggris dengan menggunakan cara belajar tersebut membuat suasana kelas menyenangkan dan tidak tegang	X	
5	Pembelajaran berbicara/ <i>speaking</i> dengan penggunaan model pembelajaran <i>drama</i> membuat saya menjadi tertarik dengan pelajaran berbicara/ <i>speaking</i> .	X	
6	Pembelajaran berbicara/ <i>speaking</i> dengan penggunaan model pembelajaran <i>drama</i> mendorong saya untuk mempraktikkan keterampilan berbicara/ <i>speaking</i> .	X	
7	Saya merasa banyak melakukan interaksi dengan teman-teman baik saat mempelajari <i>speaking</i> menggunakan drama	X	
8	Menurut Saya, dengan menggunakan cara belajar selama ini, Saya dapat melatih kemampuan berbicara dalam bahasa Inggris Saya agar lebih lancar dan benar	X	
9	Menurut Saya, dengan menggunakan cara belajar selama ini, Saya dapat melafalkan dengan lebih baik ketika berbicara	X	
10	Menurut saya, pembelajaran bahasa Inggris dengan menggunakan cara tersebut efektif untuk meningkatkan kemampuan Saya dalam berbicara bahasa Inggris	X	
11	Pembelajaran berbicara/ <i>speaking</i> dengan menggunakan drama ini hendaknya dilakukan terus-menerus agar siswa lebih paham dan terampil dalam berbicara.	X	

ANGKET REFLEKSI SIKLUS I DAN II

Pilihlah salah satu jawaban Ya atau Tidak dengan memberikan tanda silang (X) dalam kolom yang disediakan sesuai dengan pendapat Anda!

No.	Pernyataan	Ya	Tidak
1	Saya menyukai pembelajaran bahasa Inggris dengan menggunakan cara belajar seperti yang telah dilakukan selama ini (drama)	X	
3	Penggunaan model pembelajaran drama dalam pelajaran berbicara/ <i>speaking</i> baru pertama kali ini saya terima.	X	
4	Menurut Saya, pembelajaran bahasa Inggris dengan menggunakan cara belajar tersebut membuat suasana kelas menyenangkan dan tidak tegang	X	
5	Pembelajaran berbicara/ <i>speaking</i> dengan penggunaan model pembelajaran <i>drama</i> membuat saya menjadi tertarik dengan pelajaran berbicara/ <i>speaking</i> .	X	
6	Pembelajaran berbicara/ <i>speaking</i> dengan penggunaan model pembelajaran <i>drama</i> mendorong saya untuk mempraktikkan keterampilan berbicara/ <i>speaking</i> .	X	
7	Saya merasa banyak melakukan interaksi dengan teman-teman baik saat mempelajari <i>speaking</i> menggunakan drama	X	
8	Menurut Saya, dengan menggunakan cara belajar selama ini, Saya dapat melatih kemampuan berbicara dalam bahasa Inggris Saya agar lebih lancar dan benar	X	
9	Menurut Saya, dengan menggunakan cara belajar selama ini, Saya dapat melafalkan dengan lebih baik ketika berbicara	X	
10	Menurut saya, pembelajaran bahasa Inggris dengan menggunakan cara tersebut efektif untuk meningkatkan kemampuan Saya dalam berbicara bahasa Inggris	X	
11	Pembelajaran berbicara/ <i>speaking</i> dengan menggunakan drama ini hendaknya dilakukan terus-menerus agar siswa lebih paham dan terampil dalam berbicara.	X	

**COURSE GRID OF SPEAKING TEACHING AND LEARNING PROCESS FOR THE SECOND GRADE STUDENTS OF MAN
YOGYAKARTA II OF XI LANGUAGE CLASS IN THE ACADEMIC YEAR OF 2012/2013**

Cycle	Standard of Competency	Basic Competency	Topic	Language Focus	Example of the Language	Key Vocabulary	Function Text	Drama Activities	Indicators
Cycle 1 Meeting 1-2	10. Expressing meaning of short functional and simple monologue texts in the form of narrative, spoof and hortatory exposition	10.2. Expressing meaning of simple monologue texts using spoken language accurately, fluently and acceptable to interact in the daily life context in the form of, narrative, spoof and hortatory exposition	Fairy tale	<ul style="list-style-type: none"> - Simple Past Tense - Simple Present Tense 	<ul style="list-style-type: none"> - Once upon a time there <u>was</u> a beautiful young girl named Cinderella. She <u>had</u> two ugly stepsisters who <u>were</u> very cruel to her. - Jack, we <u>don't have</u> any money. So, I think we <u>have to sell</u> the cow. - The three bears <u>loved</u> to eat porridge every 	<ul style="list-style-type: none"> - Fairy godmother - Ball - Glass slipper - Prince - Beanstalk - Giant - Huge - Bear - Porridge - Cottage - Crept up - Strangers 	Narrative	<p>Warm Up/Lead in</p> <ul style="list-style-type: none"> - Teacher asks the students whether they have ever read /heard a narrative text - “Do you know Snow White/Cinderella story?” - “Have you ever read them?” - “Have you ever read a fairy tale?” <p>Presentation</p> <ul style="list-style-type: none"> - The teacher plays a video entitled “Cinderella” through LCD - Teacher and students discuss parts, characteristics, function, and language features used in the narrative. 	<ol style="list-style-type: none"> 1. Students will be able to mention the function and the characteristics of narrative text 2. Students will be able to mention the parts/elements of narrative text 3. Students will be able to use Simple Past Tense in narrative texts 4. Students will be able to play drama from a narrative text acceptably 5. Students can

					<p>morning.</p> <p>- That's not Little Red Riding Hood. I <u>should hide</u> somewhere</p>		<p>Practice</p> <p>- Teacher and students discuss the characteristic of drama</p> <p>- Teacher divides the students into 4 drama groups</p> <p>- The teacher distributes 4 different drama script to all groups entitled "Cinderella, Jack and the Beanstalk, Goldilocks and Three Bears, Little Red Riding Hood</p> <p>- Teacher teaches students how to read some words using the transcripts of some words in the drama script</p> <p>- Teacher asks every student to learn his/her own text.</p> <p>Production</p> <p>- Teacher asks every group to divide the characters for every members</p> <p>- The teacher asks every student to perform their</p>	pronounce the dialogue well.
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								play in front of the class using the script - The teacher gives pronunciation feedback after every group performance	
Cycle 2 Meeting 3-5	10. Expressing meaning of short functional and simple monologue texts in the form of narrative, spoof and hortatory exposition	10.2 Expressing meaning of simple monologue texts using spoken language accurately, fluently and acceptably to interact in the daily life context in the form of, narrative, spoof and hortatory exposition	Fairy tale and Fable	- Simple Past Tense - Simple Present Tense	- Long ago, there <u>was</u> a beautiful, tiny girl called Thumbelina. - One night a toad <u>stole</u> her away - The toad <u>trapped</u> Thumbelina on a lily pad so she could not get away. - Once upon a time, there <u>was</u> a sad and	- Lily pad - Underground - Ugly duckling - Swan	Narrative	Presentation - The teacher plays the students' video through LCD - The teacher and the students discuss the students' pronunciation and expression during the plays - The teacher gives feedback on the students' performance Practice - The teacher divides the class into 2 groups - The teacher distributes 2 different drama scripts (dialogues) to the groups entitled "Thumbelina and The Ugly Duckling" - The teacher helps the students to practice their dialogue	1. Students will be able to mention social function and characteristics of narrative text 2. Students will be able to mention the elements of narrative story 3. Students will be able to mention the moral lesson of narrative story 4. Students will be able to play drama from a narrative story in correct order 5. Students can

					<p>lonely duckling. He <u>was</u> the ugliest duckling on the pond. - <u>I can't</u> <u>get</u> along with other ducklings . I <u>will go</u> to the farm. Maybe, I <u>can find</u> a friend there.</p>			<ul style="list-style-type: none"> - The teacher asks each group to have a discussion - Teacher asks all the groups to discuss on how they playing their own play - Teacher helps the students to learn their own parts <p>Production</p> <ul style="list-style-type: none"> - Teacher asks every student to perform their play in front of the class without read the text - Teacher gives pronunciation feedback after every group performance 	pronounce sentences well.
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LESSON PLAN 1

A. Class Identity

School : MAN Yogyakarta II
 Subject : English
 Class/Semester : Language Class XI/ 2 (two)
 Skill : Speaking

B. Standard Competency

10. Expressing meaning of short functional and simple monologue texts in the form of narrative, spoof and hortatory exposition

C. Basic Competence

10.2 Expressing meaning of simple monologue texts using spoken language accurately, fluently and acceptable to interact in the daily life context in the form of, narrative, spoof and hortatory exposition

D. Indicator

1. Students will be able to mention the function and the characteristics of narrative text
2. Students will be able to mention the parts/elements of narrative text
3. Students will be able to use Simple Past Tense in narrative texts
4. Students will be able to play drama from a narrative text acceptably
5. Students will be able to pronounce the text correctly

E. Learning Objective

Students will be able to play drama on narrative texts entitled Cinderella, Jack and the Beanstalk, Goldilocks and Three Bears, Little Red Riding Hood

F. Teaching Materials

Spoken narrative text

G. Time Allocation : 2 meetings (1 cycle)

H. Teaching Method

PPP (*presentation, practice, production*)

I. Teaching Procedure

1. Meeting 1 and Meeting 2

• Pre-Teaching (5 minutes)

Teacher gives lead-in about the lesson (*warm-up: do you know a narrative text? Have you ever listen to/read it? What are they? Can you tell me one?*)

• Whilst Teaching

➤ Presentation (60 minutes)

- a. Teacher and students discuss parts, characteristics, function, and language features used in the narrative text
- b. Teacher and students discuss the spoken narrative text. Then, teacher explains the social function, elements, language features, and simple past tense used in the spoken narrative text.
- c. teacher plays a video entitled “Cinderella” through LCD
- Practice (40 minutes)
 - a. The teacher discusses the language features of the video with the students
 - b. The teacher divides the students into 4 drama groups
 - c. The teacher distributes 4 different drama scripts to all groups
 - d. The teacher helps the students to practice their dialogue
 - e. The teacher asks each group to have a discussion about the language feature and the moral lesson of the text
- Production (40 minutes)
 - a. The teacher asked each group to perform their play in front of the class
 - b. The teacher gives pronunciation feedback after every group performance
- Post-Teaching (5 minutes)
 - a. Teacher asks students’ difficulty and reviews the lesson
 - b. Teacher closes the lesson

References

Priyana, Joko, Zayin A.M., Adib D.M. 2008. *Interlanguage: English for Senior High School Students XI*. Jakarta: Pusat Perbukuan Depdiknas
<http://www.englishdirection.com/2011/09/> retrieved on 3 October 2012.
 01:32 pm.

Yogyakarta, March 21th 2013

English Teacher

Researcher

Jumiyasrini, S.Pd.
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Rr. Ery Susilawati
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TEACHING MATERIALS

○ What is a narrative text?

Narrative text is a story with complication/problematic events and it tries to find the resolution to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. **Its function** is to entertain the reader with a story

○ An example of a narrative text

Jack and The Beanstalk

Once upon a time there was a boy called Jack. He lived with his mother. They were very poor. All they had was a cow. One morning, Jack's mother told Jack to take their cow to market and sell her. On the way, Jack met a man. He gave Jack some magic beans for the cow. Jack took the beans and went back home. When Jack's mother saw the beans she was very angry. She threw the beans out of the window.

The next morning, Jack looked out of the window. There was a giant beanstalk. He went outside and started to climb the beanstalk. He climbed up to the sky through the clouds. Jack saw a beautiful castle. He went inside. Jack heard a voice.

"Fee, Fi, Fo, Fum!" Jack ran into a cupboard.

An enormous giant came into the room and sat down. On the table there was a hen and a golden harp.

"Lay!" said the giant. The hen laid an egg, it was made of gold.

"Sing!" said the giant. The harp began to sing. Soon the giant was asleep.

Jack jumped out of the cupboard. He took the hen and the harp. Suddenly, the harp sang, "Help, master!"

The giant woke up, and shouted, "Fee, Fi, Fo, Fum!"

Jack ran and started climbing down the beanstalk. The giant came down after him.

Jack shouted, "Mother! Help!" Jack's mother took an axe and chopped down the beanstalk. The giant fell and crashed to the ground. Nobody ever saw him again. With the golden eggs and the magic harp, Jack and his mother lived happily ever after.

○ **Text Organization**

✓ **Orientation**

Sets the scene, where and when the story happened, and introduces the participants of the story; who and what is involved in the story

✓ **Complication**

Tells the beginning of the problems which leads to the crisis (climax) of the main participants

✓ **Resolution**

The problem (the crisis) is resolved, either in a happy ending or in a sad ending

✓ **Re-orientation/coda**

This is a closing remark to the story and it is optional. It consists of a moral lesson, advise or teaching from the writer.

○ **Language Features**

1) **Specific participant**

Who's the participant in the text/story

2) **Time connectivity/conjunction**

The time words that connect events to the text when they occur (for example: once upon a time, long time ago, then, later, when, etc)

3) **Action verbs**

To show the action that occurs in the story. These verbs use the past tense because the events occur in the past (e.g. went, arrived, ate, etc.)

○ **Example**

4) List of Vocabulary

- Beanstalk : pohon kacang
- Through : melewati
- Castle : istana
- Enormous : sangat besar
- Harp : harpa
- Chopped down : menebang

5) Orientation

The participants of this story are Jack, Jack's mother, and the giant.

6) Complication

Jack climbed up the beanstalk and found a castle. He took a magic hen and a golden harp which belonged to a giant. The giant were angry and chased Jack down the beanstalk.

7) Resolution

Jack's mother helped Jack by chopping down the beanstalk. The giant fell and died.

8) Moral lesson

If we have a pure heart like Jack's, no matter how hard the situation is, there will be a happy ending

9) Language Feature Analysis

Time conjunction

once upon a time, one morning, next morning

Action Verbs

Gave, shouted, jumped out, chopped down

Simple Past Tense

- He lived with his mother
- The harp began to sing
- He gave Jack some magic beans for the cow
- The giant fell and crashed to the ground.

Pictures and Texts for Students**Cinderella Play Script**

Characters : Narrator, Cinderella, Stepsister 1, Stepsister 2, Fairy godmother, Guest 1, Guest 2, Prince

**Scene 1 (at Cinderella's home)**

- Narrator : Once upon a time there was a beautiful young girl named Cinderella. She had two ugly stepsisters who were very cruel to her.
- Step Mother : Did you clean the kitchen?
- Cinderella : Yes, I did.
- Stepsister 1 : Did you polish my shoes?
- Cinderella : Yes, I did.
- Stepsister 2 : Did you iron my clothes?
- Cinderella : Yes, I did.
- Step Mother : And...did you make breakfast?
- Cinderella : Yes, breakfast is ready.

Narrator : The evil stepsisters made Cinderella do all the hard work.
 Cinderella : (calling out) Stepsisters! A letter from the royal palace has arrived for you.
 Stepsister 1 : (fighting) Give it to me! I want to open it.
 Stepsister 2 : (fighting) No! I want to open it.
 Stepsister 1&2 : (looking at the invitation card) Look! We are invited to the Prince's ball at the royal palace.
 Cinderella : (crying sadly) I wish I could go, too.
 Narrator : The night of the ball arrived.
 Stepsister 1 : (laughing) Ha, ha! We are going to have a great time at the ball.
 Stepsister 2 : (laughing) Have a great night working, Cinderella.
 Narrator : After the evil stepsisters had left, suddenly, a fairy appeared.
 Cinderella : Oh my! Who are you?
 Fairygodmother : I'm your fairy godmother, beautiful Cinderella. I am here to help you go to the ball tonight.
 Narrator : The fairy godmother waved her magic wand. Cinderella's rags turned into a beautiful dress.
 Cinderella : Wow! It's so beautiful.
 Narrator : On her feet were sparkling glass slippers.
 Cinderella : Oh, I love them!
 Narrator : The fairy godmother turned a pumpkin into an amazing coach and some mice into horses.
 Cinderella : What a lovely coach and handsome horses.
 Fairygodmother : You are ready now, my dear. Have fun tonight, but be back by midnight, or else!
 Cinderella : Okay, fairy godmother! Thank you.

Scene 2 (at the ball)

Narrator : At the ball, everyone wondered who the beautiful princess was.
 Guest 1 (lady) : Who is that beautiful princess?
 Guest 2 (man) : I've never seen such a beautiful woman in my life!
 Stepsister 1 : Oh no! The Prince is going to dance with her.
 Stepsister 2 : This is not fair! He was meant to dance with me.
 Prince : Would you like to dance with me?
 Cinderella : Oh, yes, your highness.
 Narrator : The Prince danced every dance with her. Suddenly, the clock began to strike twelve.
 Cinderella : I must go! Thank you for the dance.
 Prince : Please stay! (shouting) What is your name?
 Narrator : Cinderella did not answer and ran back to the coach, but she lost one of her glass slippers on the way. Then, the coach and horses disappeared. Cinderella's beautiful dress turned back to rags.

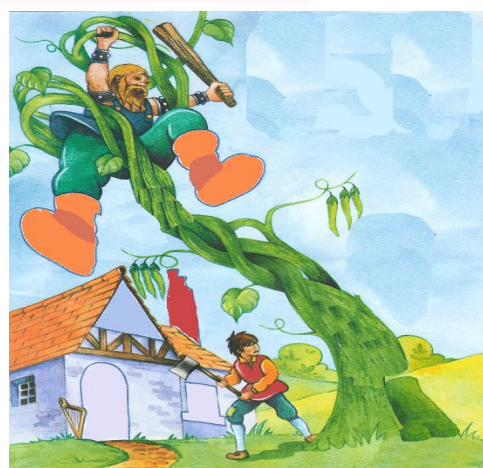
Cinderella : Oh no! Everything's gone. My beautiful dress and my sparkling slippers, where are they? Was it a dream?

Scene 3 (at Cinderella's home)

Narrator : The next day, the Prince set out to find Cinderella again.
 Prince : I want every girl in the kingdom to try on this lost glass slipper. I must find my princess.
 Narrator : But the glass slipper didn't fit anyone. The Prince then arrived at Cinderella's house.
 Stepsister 1 : Good morning Prince. I am so happy that you found my slipper.
 Stepsister 2 : It is my slipper. I am the princess you are looking for.
 Narrator : The ugly sisters tried to fit into the slipper.
 Stepsister 1 : Let me try first!
 Stepsister 2 : No. Your feet are much too big. Give it to me!
 Narrator : Their feet were much too big. Then the Prince saw Cinderella.
 Prince : Let this girl try.
 Stepsister 1 : But that's only Cinderella.
 Stepsister 2 : She didn't go to the ball. The slipper won't fit her!
 Narrator : Cinderella sat down and tried on the slipper.
 Prince : It fits!
 Cinderella : It fits!
 Stepsister 1 & 2 : (surprised) It fits?
 Prince : (smiling) You are the one I've been looking for! What is your name?
 Cinderella : (smiling) My name is Cinderella.
 Narrator : The Prince had found his princess and they lived happily ever after.

Jack and the Beanstalk Play Script

Characters : Narrator, Jack, Mother, Old man, Giant



Scene 1 (at home)

Narrator : Once upon a time there was a boy called Jack. He lived in a small cottage with his mother. Jack and his mother were very poor. All they had was a cow.

Mother : Jack, we don't have any money. So, I think we have to sell the cow.

Jack : Okay, Mom. I will take the cow to the market.

Mother : Be careful, Jack.

Narrator : On the way to the market, Jack met a little old man.

Old man : Good morning, young boy. Where are you taking that cow?

Jack : I'm taking it to the market, sir. My mother and I are poor, so we need some money.

Old man : I would like to buy the cow from you.

Jack : Really?

Old man : I don't have money. Instead, I'll give you five magic beans.

Jack : Magic beans? Mmm.

Old man : They will make you rich.

Narrator : Jack had to think about it. He wanted to make his mother happy.

Jack : Okay! You can take the cow!

Narrator : Jack ran all the way home. He was so excited to tell his mother about the old man and the magic beans.

Jack : (running home) Mom, Mom, Mom! Look what I have got!

Mother : Did you get a good price for the cow?

Jack : No, Mom. But I got these magic beans instead!

Mother : (angry) What? Oh, you foolish boy!

Jack : Mom, they will make us rich! Trust me.

Mother : No way! These beans are useless!

Narrator : Jack's mother was very cross and threw the beans out of the window.

Scene 2 (on the ground & in the castle)

Narrator : During the night, the magic beans grew into a huge beanstalk. By morning, the beanstalk reached high into the sky. Jack was so surprised.

Jack : Wow! This beanstalk is huge!

Narrator : Jack climbed and climbed and when he reached the top, he found a huge castle.

Jack : Oh my! There is a castle in the sky! I can't believe this.

Narrator : Jack crept inside.

Jack : (whispering to himself) Everything is so big in here. Who lives in this big castle?

Narrator : Suddenly, the floor began to shake.

Jack : (scared) What is that noise?

Giant : (shouting) Fee, fi, fo, fum, I smell the blood of an Englishman ... Be he alive or be he dead, I'll grind his bones to make my bread.

Jack : (whispering) Oh no! It's a giant! What can I do? Is there any place to hide? Oh, there is a place.

Narrator : Jack hid in a cupboard and watched as the giant ate five sheep

for his meal. Then he called for his hen.

Giant : Lay me a golden egg.

Narrator : Jack watched in amazement as the hen laid a perfect golden egg.

Jack : It's amazing! I wish I had that hen. Then Mom and I would be rich.

Scene 3 (in the castle & at home)

Narrator : As soon as the giant was full, he fell fast asleep.

Jack : Now he is asleep. I will take the hen and climb back down the beanstalk.

Narrator : Jack quickly picked up the giant's hen. But the hen began to squawk and flap its wings.

Jack : Shh! Be quiet! The giant might wake up!

Narrator : The giant woke up!

Giant : (shouting) Fee, fi,fo, fum, I smell the blood of an Englishman!

Jack : (running) Oh no! Time to go!

Narrator : Jack ran back to the beanstalk and climbed down as fast as he could!

Giant : (yelling) I'll get you!

Narrator : Jack reached the bottom of the beanstalk.

Mother : Jack, where have you been? Why do you have a hen?

Jack : Mom, hurry! Give me an axe!

Mother : Here you are. What are you going to do with an axe?

Jack : I have to chop this beanstalk down right now!

Narrator : With his axe, Jack chopped down the beanstalk.

Giant : Ahhhhh!

Narrator : The giant fell to the ground with a thud. That was the end of him!

Mother : Oh my! It's a giant! Jack, what is going on?

Jack : The magic beans grew into this huge beanstalk. So, I climbed to the top and found the giant's castle. I watched this hen lay a perfect golden egg.

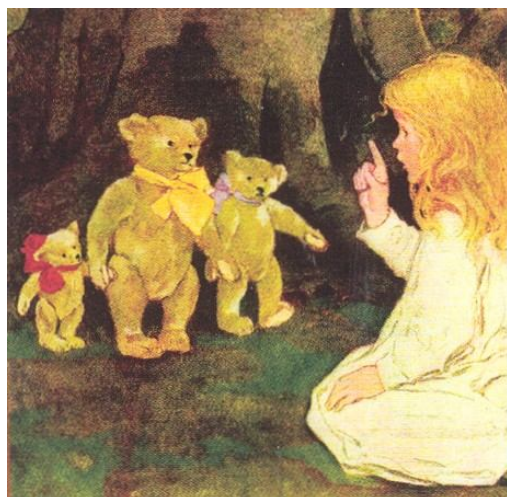
Mother : Are you telling me the truth, Jack?

Jack : (smiling) Yes, Mom. You'll see.

Narrator : Jack was right. The hen laid a golden egg every day and Jack and his mother were never poor again.

Goldilocks and the Three Bears Play Script

Characters : Narrator, Goldilocks, Daddy Bear, Mummy Bear, Baby Bear



Scene 1 (in front of the cottage)

Narrator : Once upon a time there were three bears.
 Daddy Bear : (waving and smiling) I'm Daddy Bear.
 Mummy Bear : (waving and smiling) I'm Mummy Bear and this is...
 Baby Bear : (excited) I'm Baby Bear!
 Narrator : The three bears loved to eat porridge every morning.
 Mummy Bear : I made hot porridge. I put some berries in it today. It smells nice, doesn't it?
 Baby Bear : Yum! It smells very nice and it looks delicious. Can I eat mine now?
 Narrator : But their porridge was too hot to eat now.
 Mummy Bear : The porridge is hot this morning.
 Daddy Bear : Let's all go for a walk. It will be cool when we get back.
 Baby Bear : That's a great idea, Daddy! Let's go!
 Narrator : A little girl called Goldilocks was out walking, too. She passed by the three bears' cottage.
 Goldilocks : What a lovely cottage!

Scene 2 (inside the cottage)

Narrator : Goldilocks went inside the three bears' cottage and found their porridge on the kitchen table.
 Goldilocks : (sniffing) What a smell! What's that? Wow! Look at that! It looks delicious!
 Narrator : Goldilocks tasted Daddy Bear's porridge.

Goldilocks : Ow! It's much too hot.
 Narrator : Goldilocks tasted Mummy Bear's porridge.
 Goldilocks : Yuck! It's much too cold.
 Narrator : Goldilocks tasted Baby Bear's porridge.
 Goldilocks : Yum! It's just right!
 Narrator : Goldilocks was so hungry that she ate all of Baby Bear's porridge.
 Goldilocks : I'm full now. I think I'll take a rest.
 Narrator : Goldilocks sat down on Daddy Bear's chair.
 Goldilocks : This is much too hard!
 Narrator : Goldilocks sat down on Mummy Bear's chair.
 Goldilocks : This is much too soft!
 Narrator : Goldilocks sat down on Baby Bear's chair.
 Goldilocks : This is just right!
 Narrator : But Goldilocks was too big for Baby Bear's chair, so the chair broke!
 Goldilocks : (falling down from the chair) Ouch! Oops! The chair is broken.
 Narrator : Goldilocks decided to go upstairs for a sleep. She tried Daddy Bear's bed.
 Goldilocks : This is much too hard.
 Narrator : Goldilocks tried Mummy Bear's bed.
 Goldilocks : This is much too soft.
 Narrator : Goldilocks tried Baby Bear's bed.
 Goldilocks : This is just right!
 Narrator : Goldilocks lay down in Baby Bear's bed and fell fast asleep.

Scene 3 (inside the cottage)

Narrator : Soon, the three bears came back from their walk.
 Baby Bear : I'm so hungry!
 Daddy Bear : Grrrrrr! Someone's been eating my porridge.
 Mummy Bear : Ahhhhh! Someone's been eating my porridge.
 Baby Bear : Hmmmph! Someone's been eating my porridge, and they've eaten it all up!
 Narrator : The three bears were so sad. Daddy Bear went to sit down.
 Daddy Bear : Grrrrrr! Someone's been sitting in my chair.
 Mummy Bear : (running from the kitchen) Ahhhhh! Someone's been sitting in my chair.
 Baby Bear : Hmmmph! Someone's been sitting in my chair and they've broken it!
 Narrator : Now, Daddy Bear and Mummy Bear were very angry. The three bears went upstairs.
 Daddy Bear : Grrrrrr! Someone's been sleeping in my bed.
 Mummy Bear : Ahhhhh! Someone's been sleeping in my bed.

Baby Bear : Hmmph! Someone's been sleeping in my bed and she's still there!

Three bears : Who are you and what are you doing here?

Narrator : Goldilocks woke up and jumped out of the bed.

Goldilocks : Oh my!

Narrator : Goldilocks ran away as fast as she could.

Goldilocks : (running away) Ahhhhhh!

Baby Bear : (crying) Oh dear! I didn't want to scare her away!

Narrator : The three bears never saw Goldilocks again.

Little Red Riding Hood Play Script

Characters : Narrator, Mother, Father, Little Red Riding Hood, Wolf, Grandmother, Woodcutter



Scene 1 (in the forest)

Narrator : Once upon a time, there was a girl called Little Red Riding Hood. She lived with her mother and father in a cottage in the forest.

Mother : Little Red Riding Hood, your grandmother is ill. I would like you to take this cake to her. It will make her feel better.

LRRH : Okay, Mother.

Father : Remember, walk straight there. Do not stop or talk to strangers.

LRRH : Don't worry. I will not talk to any strangers.

Mother & Father : Be careful, Little Red Riding Hood.

Narrator : Little Red Riding Hood started to walk through the woods to her grandmother's house.

LRRH : Oh! What beautiful flowers! Grandmother loves flowers. I'll pick some for her.

Narrator : Little Red Riding Hood stopped to pick some flowers. The big, bad wolf crept up behind her.

Wolf : Hello, little girl. Where are you going?

LRRH : I'm taking this cake to Grandmother.
 Wolf : How kind of you! Your grandmother will be happy.
 Where does your grandmother live?
 LRRH : She lives in a cottage right next to the big tree over the
 hill.
 Wolf : I see. Take care of yourself. Good-bye, little girl.
 LRRH : Good-bye, Mr. Wolf.
 Narrator : The wolf had a plan.
 Wolf : (looking at the little girl's back) I know the fastest way to
 get there. Before she arrives, I'll eat her grandmother, and
 then I'll eat the little girl.

Scene 2 (in Grandmother's cottage)

Narrator : The wolf took a short cut to Grandmother's cottage and
 knocked on the door.
 Wolf : Hello, Grandmother. It's Little Red Riding Hood. May I
 come in?
 Grandmother : (whispering) That's not Little Red Riding Hood. I should
 hide somewhere.
 Narrator : Grandmother quickly hid in the cupboard. The wolf
 opened the cottage door and went inside.
 Wolf : (grumbling) There's no one here! I will get into bed and
 wait for the little girl.
 Grandmother : (whispering) Oh no! But Little Red Riding Hood is clever.
 She will be okay.
 Narrator : The wolf jumped into Grandmother's bed and put on a
 nightgown and cap. Soon, Little Red Riding Hood knocked
 on the cottage door.
 LRRH : Hello, Grandmother! This is Little Red Riding Hood. May
 I come in?
 Wolf : (in Grandmother's voice) Come in, my dear.
 LRRH : Where are you, Grandmother?
 Wolf : (in Grandmother's voice) I'm in bed, dear.
 LRRH : My, what big ears you have, Grandmother!
 Wolf : (in Grandmother's voice) All the better to hear you with.
 LRRH : My, what big eyes you have, Grandmother!
 Wolf : (in Grandmother's voice) All the better to see you with.
 LRRH : My, what big teeth you have, Grandmother!
 Wolf : (roaring) All the better to eat you with!
 Narrator : The wolf jumped out of the bed and went straight for
 Little Red Riding Hood.
 Wolf : I'm going to eat you, little girl!
 LRRH : (screaming and running) Ahhhhh! Help me!
 Wolf : Didn't your mother ever tell you not to talk to strangers?
 Ha, ha, ha...
 LRRH : Oh no! Please don't eat me! Help!

Scene 3 (in Grandmother's cottage)

Narrator : Just then, a woodcutter walked past the cottage and heard the screaming.

Woodcutter : Oh my! What a bad wolf!

Narrator : The woodcutter ran inside and chopped the wolf's head off!

Wolf : (screaming) Oh no! Ahaaaa!

Woodcutter : You're safe now, little girl.

LRRH : (whimpering) Thank you for saving me.

Woodcutter : You're welcome.

LRRH : Grandmother, where are you?

Grandmother : I'm in the cupboard, my dear.

Narrator : Little Red Riding Hood ran to the cupboard and let her grandmother out.

LRRH : Are you okay?

Grandmother : Yes. I'm okay. (to the woodcutter) Thank you for saving my granddaughter.

Woodcutter : It was no problem.

LRRH : I'll never talk to strangers in the forest again!

LESSON PLAN 1

A. Class Identity

School : MAN Yogyakarta II
Subject : English
Class/Semester : Language Class XI/ 2 (two)
Skill : Speaking

B. Standard Competency

10. Expressing meaning of short functional and simple monologue texts in the form of narrative, spoof and hortatory exposition

C. Basic Competence

- 10.2 Expressing meaning of simple monologue texts using spoken language accurately, fluently and acceptable to interact in the daily life context in the form of, narrative, spoof and hortatory exposition

D. Indicator

1. Students will be able to mention the function and the characteristics of narrative text
2. Students will be able to mention the parts/elements of narrative text
3. Students will be able to use Simple Past Tense in narrative texts
4. Students will be able to retell a narrative text acceptably

E. Learning Objective

Students will be able to play drama on narrative texts entitled Cinderella, Jack and the Beanstalk, Goldilocks and Three Bears, Little Red Riding Hood

F. Teaching Materials

Spoken narrative text

G. Time Allocation : 2 meetings (cycle 2)

H. Teaching Method

PPP (*presentation, practice, production*)

Teaching Procedure

Meeting 3-4

- Pre-Teaching (5 minutes)
 - a. Teacher checks students' comprehension and reminds the lesson in previous meeting.
- Whilst Teaching
 - Presentation (10 minutes)
 - a. The teacher plays the students' video through LCD
 - b. The teacher and the students discuss the students' pronunciation and expression during the plays
 - c. The teacher gives feedback on the students' performance
 - d. The teacher divides the class into 2 groups
 - e. The teacher distributes 2 different drama (dialogue) to the groups entitled "Thumbelina and The Ugly Duckling"

- Practice (50 minutes)
 - a. The teacher helps the students to practice their dialogue
 - b. The teacher asks each group to have a discussion about the language feature and the moral lesson of the text
- Production
 - a. The teacher asks each group to perform their play in front of the class without read the text
 - b. The teacher gives pronunciation feedback after every group performance
- Post-Teaching (5 minutes)
 - a. Teacher evaluates students' performance by giving feedback
 - b. Teacher asks students' difficulty and reviews the lesson
 - c. Teacher closes the lesson

I. Assesment

1. Technique : Students' performance
2. Instrument
Perform the drama play in group

Yogyakarta, March 21th 2013

English Teacher

Researcher

Jumiyasrini, S.Pd.
NIP. 19601231987032001

Rr. Ery Susilawati
NIM. 07202244090



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MADRASAH ALIYAH NEGERI YOGYAKARTA II
 Jl. KHA. Dahlan Nomor. 130 Telp. 513347 Yogyakarta

DAFTAR PRESENSI SISWA

TAHUN PELAJARAN 2012/2013

Bulan : Maret
 Kelas : XI Bahasa
 Wali Kelas : Bardiana Dwi S, S.Pd.

Pelajaran : Bahasa Inggris
 Guru Mata Pelajaran : Jumiysrini, S.Pd.

Nomor	Urut	Induk	Siswa	L/P	Tanggal												Keterangan
					5	9	16	26	30								
																	Guru Pengajar
1	6889		ALVIANTI AMANAH	P													0
2	6890		AMITHYA VIANINDHIRA	P													
3	6918		DHARA MORIZKAVENTIA	P													1
4	6930		DYAH PUSPA MASITA	P													
5	6934		EKA MEYLIANTI PUTRI	P													2
6	7316		FAIRUZ HARDININGTYAS	P													
7	6963		IMA FAJRIAH	P													3
8	6975		KARUNIA SAPUTRI	P													
9	6984		LINARSIH	P													4
10	6999		MUH. AGUNG AHIMSA	L													
11	7011		NAFISAH NURUL AFRA	P													5
12	7016		NOVI TRISNA ANGGRAYNI	P													
13	7018		NUR INDAH SAYEKTI	P													6
14	7020		NURUL MUFIDA	P													
15	7031		PUTRI NUR PAMUNGKAS	P													7
16	7042		RENADA ULFA	P													
17	7065		SILVIARIZKA NURFARIDA	P													8
18	7077		ULFAH ZHAKIYANI SYARIF	P													
19	7086		ZHARIFAH SALSABIL	P													9
																	10
																	11
Paraf Guru Pengajar																	

Keterangan :

KET.

L 1
 P 18
 Jml 19

TM : Tugas Madrasah A : Alpha
 S : Sakit T : Terlambat
 I : Ijin B : Bolos



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MADRASAH ALIYAH NEGERI YOGYAKARTA II
 Jl. KHA. Dahlan Nomor. 130 Telp. 513347 Yogyakarta

DAFTAR PRESENSI SISWA

TAHUN PELAJARAN 2012/2013

Bulan : April
 Kelas : XI Bahasa
 Wali Kelas : Bardiana Dwi S, S.Pd.

Pelajaran : Bahasa Inggris
 Guru Mata Pelajaran : Jumiysrini, S.Pd.

Nomor	Urut	Induk	Siswa	L/P	Tanggal												Keterangan	
					2	6	9										Guru Pengajar	
1	6889		ALVIANTI AMANAH	P	✓	✓	✓										0	
2	6890		AMITHYA VIANINDHIRA	P	✓	✓	✓											
3	6918		DHARA MORIZKAVENTIA	P	✓	✓	✓										1	
4	6930		DYAH PUSPA MASITA	P	✓	✓	✓											
5	6934		EKA MEYLIANTI PUTRI	P	✓	✓	✓										2	
6	7316		FAIRUZ HARDININGTYAS	P	✓	✓	✓											
7	6963		IMA FAJRIAH	P	S	S	✓										3	
8	6975		KARUNIA SAPUTRI	P	✓	✓	✓											
9	6984		LINARSIH	P	✓	✓	✓										4	
10	6999		MUH. AGUNG AHIMSA	L	✓	✓	✓											
11	7011		NAFISAH NURUL AFRA	P	✓	✓	✓										5	
12	7016		NOVI TRISNA ANGGRAYNI	P	✓	✓	✓											
13	7018		NUR INDAH SAYEKTI	P	✓	✓	✓										6	
14	7020		NURUL MUFIDA	P	✓	✓	✓											
15	7031		PUTRI NUR PAMUNGKAS	P	✓	✓	✓										7	
16	7042		RENADA ULFA	P	✓	✓	✓											
17	7065		SILVIARIZKA NURFARIDA	P	✓	✓	✓										8	
18	7077		ULFAH ZHAKIYANI SYARIF	P	✓	✓	✓											
19	7086		ZHARIFAH SALSABIL	P	✓	✓	✓										9	
																	10	
																	11	
Paraf Guru Pengajar																		

Keterangan :

KET.	
L	1
P	18
Jml	19

TM	: Tugas Madrasah	A	: Alpha
S	: Sakit	T	: Terlambat
I	: Ijin	B	: Bolos



KEMENTERIAN AGAMA
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SURAT KETERANGAN

Nomor : Ma.12.2/TL.00/0416/2013

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Negeri Yogyakarta II, dengan ini menerangkan, bahwa :

Nama	: RR. ERY SUSILAWATI ✓
No. MHS/NIM	: 07202244090
Jurusan/Program Studi	: Pendidikan Bahasa Inggris
Fakultas/Perguruan Tinggi	: Fak. Bahasa dan Sastra / Universitas Negeri Yogyakarta
Alamat Perguruan Tinggi	: Karang Malang, Yogyakarta 55281, Telp, (0274)586168

Telah melaksanakan penelitian di Madrasah Aliyah Negeri Yogyakarta II pada tanggal 23 Maret s.d 13 April 2013 dengan judul: IMPROVING STUDENTS SPEAKING SKILLS USING DRAMA AT XI LANGUAGE CLASS OF MAN YOGYAKARTA II IN THE ACADEMIC YEAR 2012/2013.

Demikian Surat Keterangan ini dibuat dengan sesungguhnya untuk digunakan sebagaimana mestinya.

Yogyakarta, 24 April 2013



Kepala

Drs. H. PAIMAN, MA
 NIP 19610505 198703 1 003

Tembusan Yth:

1. Dekan FBS Universitas Negeri Yogyakarta;
2. Ka. Jurusan Pendidikan Bahasa Inggris Universitas Negeri Yogyakarta.